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ABSTRACT

This manual is designed to supply the information needed to enable schools, school districts, county offices of education, trainers of educators, and others to offer the independent study instructional strategy to students at all grade levels through high school. It contains the California state guidelines and legal requirements for independent study. Thirteen chapters cover the following: an introduction to independent study; the legal basis for a local board policy on independent study; students who may benefit from independent study; staffing and organizational structure; implementation or expansion of independent study; ongoing operations; home independent study; attendance accounting and the audit trail; special needs groups; counseling and guidance support services; curriculum development and instruction; assessment of students; and formats for evaluation of independent study. A wide range of sample items are provided, including suggested local school policy and administrative regulations or procedures as well as instructional and evaluation materials. Appendixes include 86 references, texts of legal citations for independent study, a program advisory on adult education, and an index. (YLB)

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Independent Study Operations Manual

1993 Revised Edition

ED 366 729

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Independent Study Operations Manual

1993 Revised Edition

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The guidance and statutory interpretation in this manual are not binding on local educational agencies or other entities. Except for the statutes and regulations that are referenced herein, this manual is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

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Preface

This manual is designed to supply the information needed by schools, school districts, county offices of education, trainers of educators, and others to be able to offer the independent study instructional strategy to students at all grade levels through high school. It contains the California state guidelines and legal requirements for independent study. The differences between legal requirements set forth in the *Education Code* and the *California Code of Regulations* versus guidelines, suggestions, and models are clearly indicated. A legal requirement is always identified by a legal reference. The use of the terms "should," "must," "needs to be," and similar expressions without a definite legal reference are guidelines or suggestions and are not the law. "Should" generally indicates information or an understanding based on pertinent experience.

The consistent assumption in preparing and presenting this manual is that quality education will be achieved by following these guidelines. The information supplied about which students will benefit from independent study and which ones should remain in classroom-based instruction reflects research and experience. The same ground undergirds all parts of the manual. The acknowledgments reveal the scope of the experience-based expertise that has gone into this manual.

Two additional understandings are important for effective use of this manual:

1. Independent study does not necessarily occur in social isolation; it is a strategy that can be used effectively for students working outside of a classroom in groups of different sizes.
2. The sample forms, charts, and other indicative documents are not prescriptive. They are samples of documents that have been used successfully and have been revised for use in this manual. They may and usually should be adapted to local conditions while meeting all the requirements of law as set forth in this manual.

This edition of the independent study manual is the fourth edition in a series that was first published in 1981. In producing this edition, the principal objectives were to reflect the current *Education Code* references, especially Chapter 1089 of the Statutes of 1989 (SB 1563 by Senator Hart) and the revised state regulations and to improve the ease with which teachers, counselors, administrators and others could read and use it. The next edition will aim to achieve more improvements.

Loose-leaf binding is used to allow for insertion of revisions from the Department. Please note the reply coupon at the back of this manual. You are asked to fill in the information requested and return the coupon to the Department.

It is the hope and expectation of the California Department of Education and the many practicing educators who helped to produce this manual that it will be a significant tool for creating schools and learning opportunities that meet the challenges of the twenty-first century. It should bring satisfaction to students, teachers, parents, and all others who are dedicated to quality education, especially for students in need of optional alternatives to the classroom and flexibility in scheduling.

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Special appreciation is directed to the leadership of the California Consortium for Independent Study for their major role in publishing and distributing the manual through the first three editions and for support and encouragement in the development and publication of this revised version. This manual would probably not be published at this time but for their initiative.

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CHAPTER 1

Introduction to Independent Study

Independent study is an alternative to classroom instruction consistent with a school district's course of study and is not an alternative curriculum. It provides individual students with a choice of ways to acquire the values, skills, and knowledge all students should gain as verified in a written agreement. Independent study can be part of, be separate from, or be in addition to a regular classroom program.

A Overview

Independent study is an *instructional strategy* (not a categorical program) that responds to an individual's needs and styles of learning. A contractual agreement is drawn among the certificated teacher as the general instructional supervisor, the student, and, if a minor, his or her parent or guardian and any other persons who may be directly involved in the student's learning program. The written agreement sets educational objectives and addresses activities and personnel to be involved, resources to be used, and a method to evaluate successful completion of the agreement. The agreement must adhere to school board policy and legal requirements.

Independent study is an optional educational alternative, available to students from kindergarten through high school, that is meant to respond to the student's specific educational needs, interests, aptitudes, and abilities within the confines of school board policy. As a recognized alternative to regular classroom study, *the independent study option is expected to be equal or superior in quality to classroom instruction.*

Instruction through independent study:

1. Allows students to study at their own pace within the limits of compulsory attendance requirements
2. Creates a bridge between the school and the community

3. Challenges each student to excel in his or her area of special interest and abilities
4. Provides an alternative for students to achieve competency and mastery in basic skills
5. Allows children to be educated at home
6. Encourages the student's resourcefulness
7. Facilitates the student's active participation in his or her own education
8. Offers real flexibility in the design of an educational program, including the grouping of independent study students to focus on common educational objectives
9. Offers effective educational choices to students and families

Enrollment in independent study must be *voluntary:* a choice made by the student, parent or guardian, and the teachers—not an administrative decision of last resort (see Appendix A, *Education Code* Section 51747(c)(7)). Attendance records are based on a student's work within the terms and conditions of his or her written agreement and not on traditional "seat-time." In independent study the student's performance, measured by the terms in the agreement, is converted by the supervising teacher into school days. The computed school days are reported as if the student were physically in attendance. (See Chapter 8 for a detailed explanation.) Therefore, in addition to the requirements of compulsory school attendance, independent study must be the voluntary choice of each student, and each student must be motivated to study on his or her own as prescribed by the agreement. These are essential components for a student's progress and educational success.

B Legal Basis in California

For easy reference Appendix A cites the relevant sections of the *Education Code* and the *California Code of Regulations, Title 5,* that authorize independent study. Legal references are also included in context, but the basic references are noted below:

Education Code

39141.9	Exemptions for use of nonschool buildings
44865	Qualifications for home teachers and teachers in special classes and schools; consent to assignment
46300(e)	Authority for independent study ADA
46300.1	Restrictions affecting adults on independent study
46300.3	Apportionment for concurrent enrollment of adults
46300.4	Eligible adult education coursework
48340	Improvement of pupil attendance; legislative intent
51225.3(b)	Mandated alternative
51745–51749.5	Article 5.5, Independent Study: basic reference
51745	Independent study authorized; curriculum; restrictions
51745.6	Ratio of independent study pupils to supervising teachers
51746	Services and resources
51747	Policy requirement
51747.5	Coordination and evaluation requirements
51748	Apportionment: documentation required (written records)
51749	Data collection elements
51749.3	Rules and regulations
52000(e)	Improvement of K–12 education: legislative intent
52015	School improvement plan components
52017	Secondary schools: additional components
52206	GATE
56026	Individuals with exceptional needs

California Code of Regulations, Title 5

11700	Definitions (independent study)
11701	District responsibilities
11702	Standards for independent study; agreements
11703	Records

C Purpose of Independent Study

The effort to make public schools in California more responsive to each student's needs has led to the development of a number of optional and mandated alternatives to traditional classroom instruction, including full-time independent study as a permissible form of school attendance. The Legislature has taken initiative in this effort as indicated in *Education Code* Section 51225.3(b). Together with parents,

students, community members, school board members, and educators, including especially the California Consortium for Independent Study—the professional association of educators concerned with independent study—the California Department of Education has been assisting in that effort by fostering growth and quality.

D Independent Study Activities

In full-time independent study, students may work alone, in a group, or in some combination of group and individual work. Instructional strategies may include high school or college courses in the classroom or laboratory, work as an intern or participation in some other form of experience-based learning program, and what are normally deemed extracurricular activities. These can include the purposes identified in *Education Code* Section 51745(a)(1–5) and others as follows:

1. In-depth research in a specific area of interest
2. Special assignments extending the content of a regular school subject
3. Instruction in a subject not currently available in the regular school curriculum (This option may help to meet graduation requirements, to extend the traditional curriculum, or to resolve scheduling problems.)
4. A home-based schooling (home study) option in which parents and students enter into an agreement with a school for independent study
5. One-on-one study through high school courses sponsored by university extensions or other authorized sources
6. Individualized instruction for persons who experience difficulty in adapting to or attending a regular school
7. Additional instruction for students having difficulty in meeting district proficiency standards
8. Participatory and life-skills experiences associated with career or employment preparation
9. Academic experiences directly associated with community-based situations in which the student applies and demonstrates his or her academic skills, knowledge, and understandings
10. Continuing and special study during travel, including travel during vacations, travel for temporary employment, and travel for curricular purposes
11. Volunteer community service programs that support and strengthen the student's achievement
12. Involvement with individuals in the community or at home which supports and strengthens the student's achievement because of the willingness of those persons to participate

I Forms of Independent Study

Because of the flexible nature of independent study, each school authority has the opportunity to develop independent study options in its own way. Parents and students may also develop alternative forms of independent study and propose them to the responsible educator or school board. The options are based on the kinds of students being served. The following are some of the ways in which independent study is organized:

1. School-within-a-school
2. District or county alternative in a community location
3. School-based independent study offered part-time and full-time
4. Countywide home-based independent study offered by the county superintendent of schools
5. District dropout prevention centers at selected community sites
6. Curricular enrichment options offered to high school students with special abilities and interests, scheduling problems, or individual needs that cannot be met in the regular program
7. Alternative school-based independent study, on- or off-site
8. Some combination of the above

Independent study can be operated on a traditional school calendar, with a summer school option for eligible students, or on a year-round calendar within a year-round school.

F Students Who May Benefit from Independent Study

The primary aim of independent study is to offer a means of individualizing the educational plan for pupils whose needs may be met best through study outside the regular classroom setting. All pupils who are motivated to achieve educationally as well as or better than they would in the regular classroom may choose independent study.

Independent study is not for everyone. It is not necessarily appropriate for every pupil because some do not possess the prerequisites for success in independent study. The prerequisites for a pupil's success in independent study include factors such as the ability to receive instructions and information from an instructor who may not be present. Usually that means the ability to read quite well or to have someone who can read well close enough to help when needed.

Another prerequisite is possession of sufficient self-discipline or self-direction to remain focused on a learning task long enough to reach specific, agreed-on objectives, such as a study assignment. This kind of self-discipline is a fairly complex behavior that reflects both aptitude and acquired skills and attitudes. However, for small children who are using the home study option of independent study, direction may have to be supplied by a parent or recognized parent-substitute.

Independent study is especially appropriate for students who are characterized by certain learning styles and modalities, particularly those that are not common in a highly structured classroom situation. Consequently, certain student assessment and counseling services must be available for the wise and appropriate selection of students. California law mandates the following:

- No pupil shall be required to participate in independent study (*Education Code* Section 51747(c)(7).
- No individual with exceptional needs, as defined in *Education Code* Section 56026, may participate in independent study unless his or her individualized educational program (IEP) specifically provides for that participation (*Education Code* Section 51745(c)).
- No temporarily disabled pupil may receive individual instruction pursuant to *Education Code* Section 48206.3 through independent study (*Education Code* Section 51745(d)). However, if the temporarily disabled pupil's parents and the district(s) agree, the pupil may receive instruction through independent study instead of the "home and hospital" instruction provided pursuant to *Education Code* Section 48206.3.

The parents or guardians of pupils requesting independent study should recognize that independent study at the elementary level must emphasize a commitment on the part of the pupils' parent(s) or guardians. At the secondary level the pupil must make the major commitment, assisted or supported as necessary by parents and others who may assist directly with instruction. Adults in adult independent study must make the major commitment themselves.

Refer to Chapter 3 for further identification of the kinds of students who may benefit from enrollment in independent study.

G Suggested Resources

The following California Department of Education publications will be useful to anyone considering whether or not to establish independent study or seeking to improve existing services. All items may be obtained from the Educational Options Unit, Youth, Adult, and Alternative Educational Services (YAAES) Division, California Department of Education, (916) 657-3450.

Program Advisories

- Number SPB 89/90-11 from Shirley A. Thornton, dated March 30, 1990. Subject: Serving Individuals with Exceptional Needs in Alternative Education Programs.
- Number SPB 90/91-04 from Robert W. Agee and Shirley A. Thornton, dated November 13, 1990. Subject: Independent Study: New Legislation.
- From Shirley R. Thornton, dated June, 1992. Subject: Using Independent Study in Adult Education Programs: An Option.

Other Items

- The Independent Study Program Self-Assessment Form. (See Chapter 13 of this manual.)
- Quality Indicators for Alternative Education Programs in California Public Schools. This document is in the form of a rating instrument usable in program self-assessment.

Assistance and information may also be obtained from the California Consortium for Independent Study through the members of its board and regional representatives. Current contact information about the incumbents may be obtained from the California Department of Education, Educational Options Unit, YAAES Division, (916) 657-3450.

Local Board Policy on Independent Study

Initial and periodic review of the legal basis for independent study by responsible administrators and all others concerned with direct supervision of students on independent study will facilitate legal compliance and support instructional quality. Failure to be familiar with and respect the legal requirements has led to embarrassment and penalties for school districts.

The independent study option exists pursuant to *Education Code* Section 51745 and following. The full text of this and other sections of the pertinent laws, as amended through the 1992 legislative session, may be found in Appendix A. Governing boards should examine those laws carefully, noting, in particular, sections 51745, 51746, 51746.5, 51747, 51747.5, and 51748.

The following guidelines are presented to assist concerned educators, the governing boards of school districts, and county offices of education in exercising their option to institute independent study.

A Board of Education Policy

Extensive changes in the law in 1990 make it necessary to revise local board policies adopted earlier. The *California Code of Regulations, Title 5,* effective October 15, 1990, requires that the governing board consider, in a public hearing, the scope and purposes of its existing or prospective use of independent study, factors bearing on the maximum realistic lengths of assignments and acceptable number of missed assignments, and the established policy concerning written agreements (see *Education Code* Section 51747(a), (b), and (c); and *California Code of Regulations, Title 5,* Section 11702). Section 11701 of the *California Code of Regulations, Title 5,* cautions: "Adopted policies shall reflect an awareness that excessive leniency in their terms can result in pupils falling so far behind their age peers as to increase, rather than decrease, the risk of their dropping out of school."

Before establishing independent study as an optional instructional strategy, the governing board will be faced with the following issues:

1. **Is staff (existing and prospective) available to provide the necessary services?**

   The independent study strategy uses staff in ways that are critical for success, placing a premium on establishing appropriate criteria and using effective procedures for recruitment and selection of staff. Experience in many districts demonstrates that an appropriate ratio of supervising teacher to student (see *Education Code* sections 51745.6, 51747, and 51747.5) will be in the range of 1:25 to 1:30. Assigning more students per teacher tends to result in diminishing academic effort and reduced satisfaction on the part of the teachers, students, and parents or guardians concerned. In addition, higher ratios produce no increased revenue based on average daily attendance (ADA) than ratios in the optimum range. (See Chapter 4 for selection criteria to use in employing or assigning independent study teachers.)

   The law (*Education Code* Section 51745.6) sets a limit on the teacher-student ratio by allowing no ADA revenue to be earned from the ADA of students on independent study when that ratio exceeds the equivalent ratio for all other instructional programs of the district except special education and necessary small schools. As required by law, the California Department of Education has distributed instructions for calculating the limit of the ADA-to-supervising-teacher ratio. (See Chapter 4 or Program Advisory SPB: 90/91-04, November 13, 1990, Enclosure No. 2, as revised. AB 675, Chapter 756 of the Statutes of 1991, repealed Section 51747.6, leaving Section 51745.6, the amended version, in effect. Thus, wherever there is reference to Section 51747.6, read 51745.6—the amended version.)

2. **Have resources been identified? Have appropriate environments been located?** For example:
   a. Are school and other librarians willing and able to assist?
   b. Are there retired teachers who are willing to assist as volunteers?
   c. Are there existing and prospective employers who see the value of "hands-on learning" and who will cooperate?
   d. Are particular persons available who can be counted on to support and facilitate specific students?
   e. Are necessary and appropriate instructional materials, including books and media, carefully selected and available? Can they be provided in a timely manner when they are needed?

   Education Code Section 51747(c)(3) sets certain requirements in this area for each student, and Section 51746 explains the legislative intent about providing services and resources to independent study students.

3. **What are the known and anticipated consequences of adopting—and of not adopting—the policy to make independent study available?**

   For example:
   a. Will the district lose or gain needed revenue based on attendance (ADA) if it adopts the independent study option? Note especially the

implications of the limits and conditions set by *Education Code* sections 51745.6 (teacher-student ratio), 51747 (school board policy), and 51748 (enrollment and records).

b. Will the district's decision create positive or negative public relations? Public reactions may reflect disappointment, frustration, and charges of lack of consideration—or the opposite.

c. Will independent study achieve improved staff morale through both the departure from classrooms of students perceived to be problems and the satisfaction of independent study teachers with preferred working conditions? Many teachers in well-designed and well-managed independent study operations declare that these are the finest assignments they have ever had as teachers (a consequence of appropriate and effective staff recruitment and selection).

In cases of recognized fiscal deficiencies, the policy can be written conditionally. For example, a board policy may state that certain kinds of instruction may be established or offered when funding is provided by the annual budget.

When the board perceives that success depends on significant preconditions, the board may include them in the policy. For example, a board policy may declare that independent study at the elementary level shall require a commitment on the part of the student's parent(s) or guardian. At the secondary level, the student is usually expected to make the major commitment, perhaps together with a parent or guardian, or appropriate parent substitute when necessary.

In determining policy about the scope of independent study, the governing board should carefully consider the possible favorable outcomes, legal requirements, program guidelines, and probable costs. The board can write the policy so that it offers a broad range of independent study options to district students at all levels and for a variety of circumstances. Note that periodic reviews of board policy are necessary to ensure that the policy reflects changes in legislation on independent study. An example of a district board policy is provided at the end of this chapter.

B Administrative Regulations

When a governing board adopts a policy to offer independent study, the board also needs to establish related administrative regulations. The legal requirements for independent study are set forth in Appendix A. The board should review those requirements (especially *Education Code* sections 51745.6, 51746, 51747, and 51747.5) before taking steps to establish or revise the administrative regulations.

Regulations, procedures, forms, and rules that are current and legally compliant provide the needed structure for efficient, high-quality instruction through independent study. Periodic review of the structure will enable the district to maintain a legally compliant and educationally effective independent study option. The following questions reflect factors for periodic review:

1. Are there any new or different needs related to independent study?
2. Is the district or county office more or less able to respond to the needs for funding, staffing (paid and volunteer), facilities, equipment, materials, community support, and other known factors?
3. Do the existing regulations satisfy those whom they directly affect: administrators, teachers, counselors, students, parents, community persons, and others? Are there areas or aspects where the breadth or depth of the regulations is not entirely adequate? For example, perhaps the regulations were written on the assumption that independent study would help meet the needs of certain students in grades eleven and twelve only, but it actually serves a much greater student population.
4. Do the existing regulations reflect a philosophy about education (e.g., the nature of student need, the capacity of teachers to instruct, the ability of the schools to serve) that is in need of either revision or replacement? For example:
   a. When the regulations were written or last revised, were they designed to limit the number of transfers from regular classrooms to one or more forms of independent study? Has experience demonstrated that such concern or

fear was unwarranted once students learned that independent study was as difficult as or more difficult than regular classroom study?

b. Do current board members have beliefs that are different from those of the board members who shaped the existing rules? Are there any pertinent shifts in values (e.g., toward practices that lead to higher academic standards, toward greater respect for and sensitivity to students as persons, and so on)?

5. Are there local conditions that yield additional questions or issues? Many issues have been addressed in the preceding section and do not need to be repeated. However, the following factors require consideration in the preparation of any revision of local regulations:

   a. Are the organizational structures appropriate for obtaining the desired results for all students? For example, independent study may have been designed to be separate from the mainstream of education but now may be more appropriate to be offered as an in-school option. Consider whether independent study has been placed appropriately on the district's or county's organizational chart. Does the placement reflect a decision to put independent study in some convenient organizational place that may not produce the best results?

   b. Are staffing regulations supportive of independent study's goals and objectives? Is independent study staffed with a sufficient number of the best available instructional staff, counselors, administrators, support personnel, and resource persons? Are those staff members voluntarily placed in independent study?

      Appropriate staffing regulations should not elevate the cost of independent study. Making good use of some part-time employees may lower the cost. Whether part-time or full-time, staff can provide the continuity, perseverance, attention to detail, and follow-through with students that is important. Personnel policy and administrative regulations that provide for appropriate and effective mixtures of full-time and part-time staff may be best, subject to local assessment of what is possible and beneficial. Throughout California there are models of various staffing patterns that can be studied to determine which characteristics best fit a particular situation.

   c. Do the forms required for independent study, especially the one for the official written agreement, need to be revised? The district is advised to reiterate explicitly in its regulations the State Board of Education's regulations as presented in the *California Code of Regulations, Title 5,* sections 11700 through 11703, and *Education Code* Section 51747(a), (b), (c)(1-8) (see Appendix A), then add any appropriate local requirements. For example, in the list of requirements pertaining to the agreements, local authorities often add a requirement to specify the identification of the person to whom the student will report and another requirement to list the basic components of the plan for achieving the objectives. Legal counsel may be helpful in identifying and wording those statements that apply universally in all agreements with students. The sample models of written agreements in this manual may be helpful in reaching decisions about which aspects to address in the regulations.

6. Do the requirements for handling permanent records and creating an audit trail reflect state law and regulations as well as district or county regulations? (See Section 11703 of the *California Code of Regulations, Title 5,* in Appendix A, and review chapters 5 and 8.)

   a. Where feasible, the options in the state regulations should be supplemented by regulations of local choice. For example, records may be located at the central district or county office or at the school or independent study center off-site. If the decentralization of current-year recordkeeping is best, a regulation might specify one location for all records of prior years.

   b. *Recordkeeping is not only required but also necessary for the success of the student and the independent study strategy.* Students and supervisors need to know what work has been accomplished and what remains to be done.

c. Additional issues to address for records and an audit trail include the following:

(1) Designation of the person or persons responsible

(2) A decision about the exact place for storing each kind of record (unless this issue is covered in other regulations and known by those concerned)

(3) Specification of the kinds of items to be retained in official files and those that should not be retained, especially after the current year

Two factors are important in decisions about recordkeeping: (1) determination of what may be useful for answering an auditor's expected questions; and (2) determination of what may be needed for purposes other than audits of documentation supporting average daily attendance (ADA) reports, such as evaluations of the student's performance and of the instructional strategy. **Staff should retain only the materials necessary for the audit trail. Retaining items other than the necessary samples needlessly enlarges files and keeps students from using their own work for review and future study or application.**

7. Do the administrative regulations address the specific groups or categories of students who are (or are not) eligible for independent study? Regulations should both protect students from unwarranted exclusion and standardize eligibility rules or criteria for enrollment. Eligibility rules usually include clear statements about expected aptitudes and readiness—and specify grounds that cannot be used to exclude students from participation.

If the district offers independent study through an alternative school established by the governing board pursuant to Education Code *Section 58500, the provisions applicable to alternative schools will also apply. It is illegal to exclude a pupil from an alternative school on the basis of his or her previous classroom performance (academic or behavioral) (*Education Code *Section 58504), as well as on the basis of race, sex, or ethnic characteristics (*Education Code *sections 40, 220 and following, and 58508;* Government Code *Section 11135).*

8. Are the regulations clear that students must be enrolled *voluntarily* in independent study (*Education Code* Section 51747(c)(7))?

a. Students are entitled to an educational opportunity that is comparable, not inferior, to the education that would be available to them in the regular school setting. By becoming enrolled in independent study, students do not waive their rights to appropriate existing services and resources in the school in which they are enrolled (*Education Code* Section 51746).

b. Students cannot be required to surrender rights and privileges as a direct consequence of enrollment in independent study, such as the right to special or compensatory education.

Regulations—and even policy—should make perfectly clear that **involuntary transfer** or assignment of a student to full-time independent study is both **illegal** and, from an administrative perspective, unwise.

AB1248 (Chap. 759, Statues of 1992) added the following clarification regarding students who may be transferred or reassigned as a consequence of disciplinary action:

> In the case of a pupil who is referred or reassigned to any school, class, or program pursuant to Section . . . 48917, the agreement shall also include the statement that instruction may be provided to the pupil through independent study *only if the pupil is offered the alternative of classroom instruction.*

9. Are positive attitudes toward independent study being developed in students, parents, central office and site administrators, counselors, support service staff, and teachers? Special steps, such as dissemination of accurate information and appropriate in-service workshops, may be needed to create a positive image of independent study (see Chapter 5).

SAMPLE

Board of Education Policy on Independent Study

The governing board recognizes its responsibility for the education of all pupils in the school system. The board authorizes the superintendent to establish independent study as an optional alternative instructional strategy by which all enrolled pupils may achieve curriculum objectives and fulfill graduation requirements in a setting other than the regular classroom.

The primary purpose for independent study is to offer a means of individualizing the educational plan for pupils whose needs may be met best through study outside the regular classroom setting. Independent study may be used by all pupils who are motivated to achieve educationally as well as or better than they would in the regular classroom.

1. No pupil shall be required to participate in independent study. All students shall have the alternative of classroom instruction.
2. No course required for high school graduation shall be offered exclusively through independent study.
3. No individual with exceptional needs as defined in *Education Code* Section 56026 may participate in independent study unless his or her individualized education program (IEP) specifically provides for that participation.
4. No temporarily disabled pupil may receive individual instruction pursuant to *Education Code* Section 48206.3 through independent study. However, if the temporarily disabled pupil's parent or guardian and the district(s) agree, the pupil may receive instruction through independent study instead of receiving the "home and hospital" instruction provided pursuant to *Education Code* Section 48206.3.
5. The district shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully and shall ensure that the independent study pupil has the same access to all existing services and resources in the school in which the pupil is enrolled as is available to all other pupils in the school.
6. Pupils at the elementary level who request independent study, together with their parents or guardians, should recognize that independent study at the elementary level must emphasize a commitment on the part of the pupils' parent(s) or guardian. At the secondary level, the pupil must make the major commitment and must be assisted or supported, as necessary, by parents and others who may help directly with instruction.

Written Agreement and Contracts

1. The superintendent or designee shall ensure that the district executes a written independent study agreement with each participating pupil as prescribed by law. Individual independent study agreements and any subordinate contracts and assignments must be consistent with the district's adopted course of study.
2. The superintendent shall establish appropriate screening procedures to ensure that the necessary levels of understanding and preparation exist to meet the conditions of the independent study agreement before its approval by the designated certificated representative of the district.

(The limits set forth in ***bold print*** *in the following two paragraphs are indicative only. Some specialists recommend longer periods of two to three weeks for all students and may approve as much as a semester for long-term travel, for example, in order to accommodate the children of faculty who may have a visiting appointment at another college; but see the* California Code of Regulations, Title 5, *Section 11700 and Chapter 8, parts O, P, and R, of this manual. Also, it may be well to keep a shorter time period but provide clearly for a process by which a set limit may be waived and a longer period approved when fully justified. The governing board shall establish its own limits pursuant to* Education

Code *Section 51747 and new rules in state regulations effective after July 1, 1990, according to the* California Code of Regulations, Title 5, *Section 11701.)*

3. For pupils in all types of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be as follows:
   - For pupils in kindergarten and grades one through three, **one week**
   - For pupils in grades four through eight, **two weeks**
   - For pupils in grades nine through twelve, **three weeks**

   When special or extenuating circumstances justify a longer time for individual pupils, the superintendent or designee may approve a period **not to exceed eight weeks,** pursuant to a written request with justification.
4. When any pupil fails to complete **three** consecutive independent study assignments **during any period of 15 school days,** or misses **two** appointments without valid reasons, the superintendent or designee shall conduct an evaluation to determine whether the pupil should be allowed to continue in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the pupil's permanent record.
5. The superintendent or designee shall report to the board the number of pupils in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of pupils, by typical categories, who graduate or successfully complete their studies.
6. The superintendent or designee shall establish regulations to implement this policy in accordance with law.

Legal References

Education Code

39141.9	Exemptions for facilities
44865	Qualifications for home teachers and teachers in special classes and schools; consent to assignment
46300(e)	Authority for independent study ADA
46300.1	Restrictions affecting adults on independent study
46300.3	Restriction on concurrent enrollment in adult education
46300.4	Eligible adult education coursework
48340	Improvement of pupil attendance
51225.3	Requirements for high school graduation
51745–51749.5	Independent Study (Article 5.5.)
52000(e)	Improvement of elementary and secondary education: legislative intent
52015	School improvement plans: components of plan
52017	Secondary schools: additional plan components
52206	GATE
56026	Individuals with exceptional needs

California Code of Regulations, Title 5

11700	Definitions (independent study)
11701	District responsibilities
11702	Standards for independent study; agreements

SAMPLE

Administrative Regulations for Independent Study

1. Educational opportunities offered through independent study may include, but shall not be limited to, the following:
   a. Special assignments that extend the content of regular courses of instruction
   b. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
   c. Individualized alternative education designed to teach the knowledge and skills of the core curriculum
   d. Continuing and special study during travel
   e. Volunteer community service activities that support and strengthen the student's achievement
2. The independent study option may be offered by a school under the supervision of the principal or designee, or independent study may be offered in a district-designated location that meets the requirements of the law and where selected staff serve pupils from two or more schools. In the latter instance each student remains enrolled in the school of origin. Pupils interested in independent study should contact their school principal or the designated responsible administrator.
3. Approval of proposed independent study agreements shall be based on the following criteria:
   a. Evidence that the pupil can work independently
   b. Indication that the pupil will work to complete the assignments and meet necessary appointments
   c. Availability of one or more certificated teachers with appropriate qualifications, including classroom teaching experience, and adequate time to supervise the student effectively
   d. A written statement of educational objectives and the means of accomplishing and measuring progress toward the objectives
4. If the pupil or parent appeals a rejection of the application to the superintendent or the school board, a committee established by the superintendent shall reconsider the application and make recommendations.
5. If the pupil applicant is under 18 years of age, the parent or guardian must approve and sign the written agreement.
6. No more than 10 percent of the pupils enrolled in Continuation Education or Opportunity Education programs may be on independent study. The cap shall be calculated as specified by the California Department of Education.
7. All coursework offered to adults through independent study shall meet the legal requirements for a high school diploma.

Independent Study Written Agreements

A written independent study agreement shall be executed for each participating pupil.

The independent study agreement for a pupil must require and cover a study plan that represents not less than the equivalent of a minimum school day for the pupil's grade level for every school day covered by the agreement and shall include:

1. The manner, frequency, date, time, and place for submitting a pupil's assignments and for reporting his or her progress
2. The objectives and methods of the course of study for the pupil's work covered by the agreement
3. The specific resources, including materials and personnel, that will be made available to the pupil in order to attain the objectives
4. A schedule for achieving objectives and completing the agreement
5. A schedule of conferences between pupil and supervising teacher
6. The method used to evaluate the pupil's work

7. A statement of the maximum length of time allowed between the assignment and the completion of the pupil's assigned work, as determined by governing board policy
8. A statement of the maximum number of assignments that a pupil may miss before an evaluation must be made of whether the pupil should be allowed to continue in independent study, as determined by board policy
9. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation under the agreement, up to a limit of one semester or one-half year for a school on a year-round schedule
10. A statement of the number of course credits or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil on completion
11. A statement that independent study is an optional alternative in which no pupil may be required to participate (Further, in the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48917, the agreement shall also include the statement that instruction may be provided to the pupil through independent study *only if the pupil is offered the alternative of classroom instruction.)*
12. The signatures of the pupil, pupil's parent(s) or guardian if the pupil is less than 18, certificated employee of the district who has been designated as the person responsible for the general supervision of independent study, and any person who has direct responsibility for providing assistance to the pupil

    (**Note:** Items 1, 2, 3, 6, 7, 8, 9, 10, 11, and 12 meet the requirements of the *California Code of Regulations, Title 5,* Section 11702. The other items are optional.)

Independent Study Attendance Rules

1. District records shall identify all pupils participating in independent study and shall specify the grade level, program placement, and school of enrollment of each student.
2. Each school shall maintain records for the students enrolled in that school.
3. Records shall include, but not be limited to, the following:
   a. A copy of the district policy, administrative regulations, and procedures pertaining to independent study
   b. A file of all agreements with representative samples of completed and evaluated student assignments
   c. A list of all students who have participated or are currently participating in independent study, showing the credits attempted by and awarded to each pupil according to the agreement and a record of the pupil's attendance
   d. An attendance register, separate from the register used for regular classroom attendance, in which attendance is recorded on the basis of positive attendance accounting procedures approved by the California Department of Education
   e. A record of grades and other evaluations of independent study assignments issued to the student

   (**Note:** Items (a) through (d) meet the requirements of *California Code of Regulations, Title 5,* Section 11703. Item (e) is required pursuant to *California Code of Regulations, Title 5,* Section 432(b)(1)(I).)
4. Units of credit earned by a pupil are applied toward promotion to the next grade or toward graduation. The high school in which the pupil is enrolled shall certify independent study pupils for graduation providing they meet all the requirements. In the event there is a dispute about the credits given, the parents and pupil have a right to appeal through district procedures.

Independent Study Students' Privileges, Rights, and Responsibilities

1. "Tardiness" and "truancy" are terms that, in a formal, legal sense, can apply only to pupils' actions in regular programs. Independent study pupils who are late for or miss scheduled conferences, or who do not submit assigned work on

time, should not be reported as tardy or truant. The pupils' failure to meet the terms of their written agreements, however, should always be addressed promptly and directly.

2. **There are no excused absences in independent study; therefore, no apportionment may be claimed on that basis.**
3. The administrator shall incorporate in program procedures the appropriate use of the following strategies to deal with missed appointments. The aim is to increase the pupil's achievement as well as to reduce and prevent the pupil's failure to meet the terms and conditions of the written agreement.
   a. Immediately telephone or contact the student and/or parent. (The teacher can probably do so most effectively.)
   b. Send a letter of concern to the student and parent, if appropriate.
   c. Schedule a special appointment.
   d. Set up a special meeting with the teacher or counselor or both.
   e. Meet with the student, together with the parent or guardian, if appropriate.
   f. Place the pupil on probation.
   g. Increase the amount of time the pupil must be on campus or in an equivalent supervised situation.
   h. Terminate the agreement and return the pupil to a regular classroom program of instruction or other appropriate alternative.

Parents' Right to Appeal

Parents may appeal decisions in accordance with school district procedures.

SAMPLE

Administration of Independent Study

The use of independent study shall be administered by *(insert appropriate position title)*. His or her responsibility shall include:

1. Ensuring that independent study occurs in accordance with state law and district policy and regulations
2. Approving the participation of pupils requesting independent study for a period exceeding five school days
3. Facilitating the completion of independent study written agreements
4. Approving all credits earned through independent study supervised at a location apart from the pupil's regular school and forwarding the information to the appropriate school staff so that it becomes part of the student's permanent record
5. Authorizing the selection of all staff who are assigned to supervise independent study
6. Supervising any staff assigned to independent study functions who are not regularly supervised by another administrator
7. Completing or coordinating the preparation of all necessary records and reports
8. Establishing and maintaining in a systematic manner all records required by state regulations for an audit trail of average daily attendance attributed to independent study and reported by the district
9. Monitoring enrollment in independent study to stay within prescribed limits and to maximize income to the district without compromising the educational quality of independent study
10. Developing and managing the budget for independent study
11. Obtaining and maintaining current information and skills required for the operation of an independent study strategy that meets established standards for district educational programs
12. Preparing and submitting reports as required by the superintendent or school board

SAMPLE

Independent Study Supervising Teachers

The following regulations shall apply to the selection and duties of supervising teachers:

1. Teachers who directly supervise independent study on a regular basis will be approved, prior to assignment, by the independent study administrator.
2. The principal of any school may recommend teachers and students for independent study. The teacher may be the student's regular classroom teacher, particularly when the student is at the elementary level.
3. Independent study teachers shall:
   a. Complete designated portions of the written agreement.
   b. Add additional information when appropriate.
   c. Supervise and approve coursework.
   d. Select and save with each agreement representative samples of the pupil's completed and evaluated assignments on a monthly basis.
   e. Sign and complete the agreement when the pupil has reached his or her objectives or the agreement is terminated.
   f. Maintain any required records and files on a current basis.
4. Independent study teachers shall complete a record of the pupil's assignments on not less than a monthly basis. The record form shall provide for individual assignments, with comments on resources provided to facilitate the completion of each assignment; due date; and evaluation comments to be added when the assignments have been completed. Each form shall be consistent with the terms of the written agreement and be signed by the pupil and teacher at the time of the assignment and after evaluation of the completed work.
5. Independent study teachers shall determine and assign grades or other approved measures of the pupil's achievement when appropriate.

CHAPTER 3

Students Who May Benefit from Independent Study

The list of student groups identified in this chapter is not intended to imply that any group or category not mentioned should be excluded from an opportunity to pursue independent study. Many students will fit into more than one category.

A Average Students

The average student may need to do independent study to resolve a scheduling problem. For example, when a student has transferred from one district to another or from a private school to a public school, he or she may need to take a course that is not available when the student needs it. To be successful in independent study, the student must exercise the self-discipline necessary to complete assignments or receive help from parents or friends in the form of tutorial assistance and encouragement. Counselors and teachers who participate in the independent study strategy need to understand how part-time and full-time independent study can solve problems for the average student.

B Specialized Students

The specialized student—one who is extraordinarily creative, talented, or gifted in a particular field—may seek independent study assistance as he or she develops or practices an outstanding skill. Performers in areas of physical or artistic expertise may enroll in independent study, which, because of its flexibility and adaptability, can meet their special needs.

C Students with Academic Deficits

Students who lack a few credits to earn a high school diploma or wish to qualify for an examination leading to some equivalent to a high school diploma

(e.g., California High School Proficiency Examination or General Education Development (GED) test for students older than 18 years) may ask for help in meeting requirements for the diploma or for tutorial assistance in preparing for an examination or acceptance into a union apprenticeship program and may enroll in independent study to do so. Under the independent study strategy, teachers and counselors can help students achieve their goals by focusing on study skills and providing the necessary materials, guidance, tutoring, academic counseling, vocational assessment, and coursework.

D Students with Disabilities and Special Needs

Under *Education Code* Section 56000 and following, every California student with exceptional needs is entitled to the provision of an education appropriate to his or her needs. During the elementary years, conditions such as aphasia and aural handicap and myriad less common conditions frequently are unmasked and labeled. However, students with exceptional needs tend to come to terms with their handicaps when they begin to think seriously about future occupations. Some students who fall into this category may ask for aid in acquiring specific skills for entry-level jobs, seek career counseling, or need assistance in accommodating to their handicaps (for example, by learning compensating skills, such as using a computer or reading by means of Library of Congress tapes). Independent study has proved to be the solution for many because the instructional strategy for each student is as individualized as his or her particular need requires. Perhaps the most important benefit of independent study for such students lies in their increased self-esteem, an invaluable by-product of the one-to-one teacher-student relationship. Note that each student in special education must have his or her program developed *within the context of that student's individual education program (IEP)* according to *Education Code* Section 51745(c) (see Appendix A; also see Program Advisory SPB: 89/90-11).

The presence of a number of specific disabilities may indicate the need for different strategies. Some disabilities may include neurological factors, which are evident in hyperactivity, distractibility, eye-hand coordination, and problems with test taking, handwriting, copying from board or book, and so on. Audiological factors may be noted by symptoms such as difficulty with subtleties in written and oral English and word problems in mathematics as well as difficulty in spelling, taking notes from lectures, listening, retaining information in verbal form, and other indications. Visual factors—often perceived as reading disabilities—affect several areas, such as completion of assignments, test taking, composition, reading, proofreading, typing, depth perception, handwriting, hyperactivity, and so on. Independent study may allow for numerous remedial strategies that cannot be provided in a classroom.

Other student populations that may require special agreements or additional support services or both include students with health problems, pregnant minors, teen mothers and fathers, students with temporary and immediate financial need, students in need of immediate job training, limited-English-speaking students, and Greater Avenues for Independence (GAIN) participants.

Note that temporarily disabled pupils may not receive individual instruction pursuant to *Education Code* Section 48206.3 through independent study *(Education Code* Section 51745(d)). However, if the temporarily disabled pupil's parent or guardian and the district(s) agree, the pupil may receive instruction through independent study instead of receiving the "home and hospital" instruction provided pursuant to *Education Code* Section 48206.3.

E Students Who Drop Out

The student group with the most diverse and unusual goals and values consists of those who opt to leave school before they graduate. Many young people find that the traditional high school program prevents them from entering "real life" fast enough. They want to combine working and specialized study with their education. Some of these people enroll in college programs that reflect a specialized interest (e.g., computers or chemistry) or extended work-study plans with traditional subjects. Others drop out of formalized education for periods of a few months to years before they return to enroll in independent study.

Students may drop out because they feel unsupported or disconnected in the regular school setting. They may lack the skills or self-discipline needed to succeed. A student's poor decisions and lack of self-esteem may have led to pregnancy, early parenthood, substance abuse, or criminal offenses. This group is often labeled "at risk." These students will soon enter the job market with few or no marketable skills.

For many dropouts and potential dropouts, independent study may be an opportunity to change direction and continue their education. Counseling and guidance are especially important for these individuals because many will feel forced to drop out of independent study by continual personal problems. Independent study staff should make every effort to recognize early warning signs and offer guidance or make referrals to other community resources.

Roughly one out of every three students in California public schools does not graduate from high school. These students often do not return to school until they are working adults with family and community responsibilities which prevent them from participating in a traditional "seat-time"–based adult education diploma completion program. Independent study offers these adults the opportunity of studying independently at home, at their own pace, and at a time which is convenient. Without such an option, many adults would not or could not complete their interrupted high school education.

F Students in the Juvenile Justice System

Students in the Juvenile Justice System (see the *Welfare and Institutions Code*, sections 300, 601, 602, 654) include students who have been removed from the traditional modes of education. The Juvenile Justice System places the responsibility for their education on the County Superintendent of Schools, and the *Education Code* stipulates some mandated and some optional services and functions (see *Education Code* sections 1980 to 1986, inclusive, for County Community Schools). The students served by this alternative system fall into one or more of the following categories:

- Regular education students who have sufficient motivation, study skills, and self-discipline to complete school assignments independently, as determined by the school's screening and placement process
- Students who lack some academic credits required for graduation but who demonstrate the academic potential to meet regular or alternate high school graduation procedures, such as the *California High School Proficiency Examination* (*CHSPE*) or the *General Education Development* (*GED*) examination
- Students who have special needs (e.g., needs related to pregnancy, jobs, job training, gang-related security problems, or personal or community responsibilities)

The county community schools may use various instructional strategies, including independent study (see *Education Code* Section 1983), for four categories of students:

(a) Pupils who have been expelled from a school while attending either continuing classes, opportunity classes, or alternative classes

(b) Pupils who have been referred . . . by a school district as a result of the recommendation of a school attendance review board or pupils whose school districts of attendance have, at the request of the pupils' parents or guardians, approved the pupils' enrollment in a county community school

(c) Pupils who are probation-referred . . . or who are on probation or parole and who are not in attendance in any school

(d) Homeless children (as defined in *Education Code* Section 1981.2)

G Students Who Travel

Students who travel, including those who move because their parents are migrant workers or travel to perform in their area of talent or skill, need a kind of correspondence-based study, which substitutes a variety of communications over a distance for face-to-face meetings. The traveling student's program is not interrupted when he or she is enrolled in independent study, thereby decreasing the student's risk of falling behind. A variety of materials that can be adapted to independent study is available through Migrant Education.

Traveling students may use instructional materials that are consistent with the district's course of study and that have been prepared for correspondence study, such as those legally provided by a university, particularly the University of California Extension, for high school–level study pursuant to *Education Code* Section 51740. The materials must be integrated into the school's program for the student and administered under the supervision of the responsible certificated school employee.

For information about high school correspondence courses, contact the Independent Study Department, University of California Extension, 2223 Fulton St., Berkeley, CA 94720; telephone (510) 642-8238, (213) 825-9971, or (619) 534-3430.

H Home Study Students

A significant and steadily increasing number of students throughout the state are members of families that prefer to educate their children at home for a variety of philosophical and pragmatic reasons. By enrolling students in independent study, the "home study family" may benefit from professional educational services, including parent in-service training, curriculum materials, equipment, audiovisual materials, activities, field trips, testing, and other benefits. The educational partnership created between the family and school provides a professionally prescribed, monitored, and evaluated curriculum, which the parent or guardian presents in accordance with the agreement.

I Students Who Need Different Learning Strategies

Students who request, or who have been tested and need, different instructional strategies based on their own personal learning styles and modalities can be accommodated via independent study. Students in independent study are sometimes taught in groups, sometimes on an individual basis, and sometimes in some combination of group and individual work plans. Learning styles are innumerable, but examples of student learning styles include the following:

- The *active style learner,* who must be physically involved to learn and needs freedom. He or she appears to be slow, rebels against supervision, prefers to use tools but finds paper and pencil exercises an impediment to learning, and seems confused by symbols unless they are explained and taught directly and slowly. Studies show that 38 percent of the population may be characterized in this and related ways. For more information, see Reckinger, *Parents Record of Educational Progress: PREP* (Coupeville, Wash.: Center for Educational Alternatives, 1982, pp. 30–37), and other references on learning styles and modalities listed in the Selected References.
- The *focused style learner,* who learns independently, pursues a goal until satisfied, and values intellectual abilities highly. This kind of learner needs to know and to be competent and sets his or her own learning objectives but may ignore other subjects in doing so. He or she sometimes appears to be an underachiever. Teachers may view the student as arrogant, condescending, and cynical—little concerned with what authorities, including teachers, think. This student wants a logical presentation; his or her favorite subjects tend to be mathematics, science, and technology. Research indicates that 12 percent of the population may fall in this category. (See Reckinger, noted above.)

Some students learn better in conditions that are unsuitable for others, such as at nighttime instead of daytime, or where there is social activity, dim light, music, and apparent untidiness. Independent study permits such students to find the conditions in which they achieve the most and learn best without imposing their environment on others. The student's preferences may be verified so that alleged differences are not used as excuses for the exercise of immature self-will.

CHAPTER 4

Staffing and Organizational Structure

County offices of education and school districts throughout California have implemented independent study strategies designed by legislative intent to provide a range of "alternative learning programs . . . to respond to the different ways pupils learn." Because independent study should be designed to address specific student and school needs, independent study options differ greatly in organization and staffing. Staffing and structural decisions will reflect local board policy and regulations, so the guidance and samples offered in Chapter 2 should be considered, along with the operational advice and aids supplied by this chapter.

A Staffing Considerations

Various levels and categories of employed staff can be considered for independent study. Regardless of the staff person's administrative level, job title, or job description, *Education Code* Section 51747.5 requires that independent study "shall be coordinated, evaluated, and, notwithstanding subdivision (a) of Section 46300, under the general supervision of an employee of the school district or county office of education who possesses a valid certification document pursuant to Section 44865, registered as required by law."

When staffing independent study, the school board must consider student population characteristics (especially learning styles and needs), program size, facilities, budget, resources, and volunteers. Clerical support is essential not only for successful office management but also for the maintenance of student files, transcripts, and a complete audit trail.

Although the titles vary, independent study often has an appropriately qualified, credentialed employee designated as the representative of the governing board (e.g., independent study director, principal, or supervising teacher). This person is responsible for the implementation of board policy and administrative rules and regulations and for the coordination and evaluation of independent study for all pupils. In addition, a certificated person—usually a teacher—is required by law to be responsible for the design of the instructional plan covered by each written agreement, for evaluation of progress toward the objectives, and for the official assessment of student effort and recorded attendance (see Appendix A, *Education Code* Section 51747.5, and *California Code of Regulations, Title 5,* Section 11700(i)).

Appropriate staffing is one of the most important operational issues, if not the most important. Sound policy, and a sure way of achieving success, is to staff independent study with individuals who understand and appreciate the purpose of independent study, who are skilled at the tutorial/counseling relationship with students, and who are at ease in dealing with parents, guardians, and others in a partnership kind of relationship. In many situations staff in independent study also must be skilled in public relations, especially when the "public" is defined as all those who view the regular school and classroom as the only way or the best way to deliver education.

The new regulations adopted pursuant to the 1989 revision of the statutes may directly affect those districts that have engaged, or may be considering engaging, a contractor to assist pupils on independent study. It is now clearly not legal for any employee of a contractor—certificated or not—to have final responsibility for any of the staffing functions noted above (see *Education Code* Section 51747.5). A contractor may assist in the delivery of education through independent study.

Staffing Ratios/Patterns

Education Code Section 51745.6 (51747.6 was repealed) states:

(a) The ratio of average daily attendance by independent study pupils 18 years of age or less to school district full-time equivalent certificated employees responsible for independent study, calculated as specified by the California Department of Education, shall not exceed the equivalent ratio for all other education programs operated by the school district. The ratio of average daily attendance by independent study pupils 18 years of age or less to county office of education full-time equivalent certificated employees responsible for independent study, to be calculated in a manner prescribed by the California Department of Education, shall not exceed the equivalent ratio for all other educational programs operated by the high school or unified school district with the largest average daily attendance of pupils in that county. The computation of the ratios shall be performed annually by the reporting agency at the time of, and in connection with, the second principal apportionment report to the State Superintendent of Public Instruction.

(b) Only those units of average daily attendance for independent study that reflect a pupil-teacher ratio that does not exceed the ratio described in subdivision (a) shall be eligible for apportionment pursuant to Section 42238.5, for school districts, and Section 2558, for county offices of education. Nothing in this section shall prevent a school district or county office of education from serving additional units of average daily attendance greater than the ratio described in subdivision (a), except that those additional units shall not be funded pursuant to Section 42238.5 or Section 2558.

(c) The calculations performed for purposes of this section shall not include either of the following:

(1) The average daily attendance generated by special education pupils enrolled in special day classes on a full-time basis, or the teachers of those classes.

(2) The average daily attendance or teachers in necessary small schools that are eligible to receive funding pursuant to Article 4 (commencing with Section 42280) of Chapter 7 of Part 24.

(Added by Stats. 1990, c. 1263, § 19, operative September 25, 1990.)

The important ratio to consider is *pupil ADA unit to teacher*. If the attendance rate for independent study is low—for example, 75 percent, which might allow a ratio of enrolled independent study pupils to teacher of 40:1—it might indicate that some students are in independent study who should be in another alternative or the regular classroom situation. Administrators across the state report that increasing the

enrolled pupil load per full-time or full-time equivalent (FTE) teacher above the level of 25:1 to 30:1 does not increase ADA. Higher ratios do make the student, teacher, and everyone else concerned more difficult to satisfy. If the ratio of independent study teacher to ADA exceeds the comparable ratio for all other instruction, the district will not earn apportionment credit for the excess ADA. In other words the *excess ADA will be worthless*. The monitoring is accomplished through auditing—first, by the district's or county office's auditor and, ultimately, by the State Controller's auditors. In both instances the instructions are prepared by the State Controller on the basis of the California Department of Education's guidelines as presented in this manual.

The instructions for calculating the ratio as required by subdivision (a) of Section 51745.6, above, may be found as the first addendum to this chapter, following the section on organizational structures. See also Chapter 8 in this manual.

For kindergarten and elementary level independent study, the class size limit must also receive attention because excessive class size or excess enrollment draws a penalty pursuant to *Education Code* sections 41376 and 41378.

Part-time Teachers

There is no uniform pattern of practice statewide in the hiring of part-time teachers. Master contracts for regular full-time teachers also have different formal time obligations from one district to another. For this reason, it is difficult to specify a precise method for equating part-time teachers' time on a fractional basis to that of regular teachers' time to arrive at full-time equivalent. Because the purpose of the teacher-pupil ratio provisions in the 1989 statutory revisions was to prevent gross abuse, any reasonable means of arriving at full-time equivalent in a given district should suffice for audit purposes.

Substitute Teachers

Good substitutes in independent study are often teachers who already have taught independent study, such as retired persons, people who work part-time but have time to "fill in" for others, or persons who have taught in a home and hospital instruction program. In some situations an independent study teacher oversees the substitute teacher, who then becomes a helper, as needed, with either the absent teacher's students or the overseeing teacher's students (e.g., giving or scoring tests and recording hours).

Sometimes substitute teachers have forms to complete with the name of the student, hours submitted, homework, and test scores. This practice ensures that a substitute teacher does not alter or remove any papers from the student's folders but still obtains paperwork and information from the student. The substitute may be responsible for calling and rescheduling students who do not make their appointments.

Staffing Characteristics

The following attributes are characteristic of effective independent study staff members who work directly with students. Staff should be:

- Genuinely empathetic toward all students but particularly toward the underachieving student
- Creative and flexible in dealing with the wide variety of students who enter the program
- Able to interact with and provide in-service assistance to parents
- Reliable, self-directed, and self-motivated
- Good listeners and skilled counselors
- Academically prepared in one or more of the following areas: English, mathematics, social studies, science, counseling, and work experience
- Strong in curriculum development
- Respected by peers
- Familiar with the community and community resources and services that can be used
- Skilled in recordkeeping and accurate with paperwork
- Proficient in meeting deadlines

Staff Development

It is of the utmost importance that all independent study staff members have adequate in-service training, supervision, and support. All new staff should go through some form of orientation and training in procedures. A list of possible components for staff in-service training may be found at the end of this chapter.

Many districts and counties have developed a manual to assist new instructors. Such manuals need

to be updated continually. A sample list of items to include in such a manual may also be found at the end of this chapter.

B Possible Job Descriptions and Titles

Independent Study Director

Various arrangements for the administration of the independent study option are possible. When district or county office staffing permits, it is advisable to assign responsibility for general supervision of development, operations, and evaluation to an administrator at the policy-making and direction level. A senior person as director will have the authority to promote independent study strategies to meet the needs of those individual students who will benefit most from the option, enabling them to achieve academic success.

Conversely, it is counterproductive to diffuse the responsibility for administration of independent study through several offices because the function becomes a low priority. Often the responsibility may be suitably assigned to the person responsible for direction of alternative education, in some cases the Director of Continuation Education in a unified or high school district, or the key administrator for instructional services in an elementary district.

Since July 1, 1990, Adult Education has been able to use the independent study strategy. Consequently, the responsibility for supervision of independent study may be added to the duties of the administrator responsible for adult education.

Independent Study Manager or Coordinator

Whether the manager or coordinator is an administrator or a lead teacher depends on the size and scope of the independent study strategy. Someone, however, should have clearly stated and specifically assigned duties for the functions which are essential in a legally compliant and qualitatively adequate educational alternative. At a minimum these functions include responsibility for the written agreement with each student and for the mandated files. In a typical situation the manager or coordinator, as the agent of the responsible administrator, also will be responsible for implementation of assigned policy and administrative regulations on a continuing basis.

The person in this position is specifically responsible for the documents that become the legal record of student effort; this legal record is acceptable in place of attendance and the audit file. The documents are a record of various processes, including the implementation of board policy, the negotiation of agreements with students and their parents, the development of individualized educational programs and their implementation, the maintenance of positive relationships, and the separate evaluations needed for the ADA reports, academic records, and independent study evaluation. Recordkeeping is a significant responsibility that should be carried out by a qualified administrator when size and availability of staff make this possible.

Service in the position of manager or coordinator should be by someone who voluntarily accepts the assignment. It should be undertaken by someone who can demonstrate the essential attitudes and abilities and handle multiple duties.

Supervising Teacher

The supervising teacher must be an employee of the district, possess a valid certification document, and be assigned voluntarily. The "valid certification document" pursuant to *Education Code* Section 44865 is only a "valid teaching credential issued by the . . . Commission for Teacher Credentialing, based on a bachelor's degree, student teaching, and a special fitness to perform," and does not require the usual grade and subject specification. Therefore, the pool from which selection can be made may be quite large. Criteria must be set to suit the needs of the district or county office. See the addendum to this chapter for a sample job description.

C Adjunct Staff

It is important that adjunct staff be available, according to district or county office policy, to perform various tasks. Small staffs will have a few individuals who assume all responsibilities. Larger staffs might be able to divide the responsibilities among several persons. In either case staff members should know whom to contact for assistance.

Counselor

Because of the nature of independent study, counseling services are an integral part of this educational strategy. For all age, grade, and performance levels of students, the guidance system should include these five areas: (1) academic counseling; (2) assessment services; (3) personal counseling; (4) career awareness and job counseling; and (5) staff in-service assistance and counseling. Some districts meet those needs by employing teachers who also are qualified counselors. Others meet the needs through a district services center.

The district or county office should not overlook or underemphasize how important the teacher can be in the role of a counselor. Therefore, the students should be matched with instructors to whom they can relate. The students then feel more comfortable approaching the teacher with a typical counseling problem. Consequently, the teacher needs in-service training in counseling techniques, such as active listening and communication skills and self-esteem building. If there are no program resources for in-service training, district and county resources can be used. The teacher also needs to be familiar with community outreach resources. The teacher-student relationship is especially critical if there is no program counselor. The quality of the relationship can affect the student's chances of success in independent study.

Career Counselor

Career counseling for students can be an important aspect of independent study. Each student should have the opportunity to participate in job and career workshops, to use systems available in the district or county, and to meet individually with the career counselor to formulate short- and long-term career goals. Videotaping could be used as a learning tool to acquire job interview skills. Field trips to local employers could provide the student with usable information. Other beneficial contacts include coordination with outside agencies, such as the Employment Development Department (EDD), Regional Occupational Program (ROP), On-campus Work Experience (OWE) Coordinators, Job Training Partnership Act (JTPA) agencies, and community college career counseling centers.

Other Adjunct Staff

Other staff are necessary to perform a variety of duties. For example:

1. Instructional aides or paraprofessionals may perform many duties, such as tutoring students, maintaining student records, following up on student absences, marking, organizing, and reproducing instructional materials, and assisting with enrollment and exiting procedures.
2. Clerical support staff can perform other tasks, such as typing, answering telephones, greeting the public, processing teacher payroll sheets, purchasing supplies, and compiling the attendance accounting documents.
3. A registrar can generate academic transcripts, request records when the student enters, record credits and grades earned by the student in independent study, and forward records if needed.

Support Staff Characteristics

The involvement of adjunct and support staff members contributes to the success or failure of independent study strategies. This group includes clerical support staff, registrars, and receptionists who are:

- Enthusiastic
- Genuinely empathetic toward all students
- Creative and flexible

D Organizational Structures

There are three common organizational structures for independent study: the on-school site, the off-site center, and some combination of on-site and off-site arrangement. Because the organizational structure affects staffing, the following basic considerations may help determine the best structure:

1. In some cases the on-school site for independent study tends to make independent study an instructional option available to the existing staff, teachers, and counselors. When there is need to use the strategy, it is implemented through the existing staff, perhaps with assistance from someone who becomes a specialist or resource person in independent study. The specialist or a designated administrator usually serves as coordinator and carries the formal responsibilities for

the written agreements and the audit trail (files). The principal duties for staff are screening and selection of students, coordination, policy and rule implementation, reporting and record-keeping, instruction, and counseling. If use of the strategy is optional for each teacher, a staff member may make a referral to another staff member who has an interest and has volunteered. Existing staff may experience, voluntarily, an adjustment (usually an increase) in their workload as they take on the supervision and contact responsibilities for one or more agreements in place of a student or students in class.

2. In other cases the on-school site for independent study is completely separate from the regular school. The only link is the shared facility.
3. The off-site program or center, which in some cases is a network of centers located close to students, is typically staffed as a complete unit. Full-time staff handle essential roles, supplemented by part-time employees. When the center's hours are compatible, a "regular" school teacher can carry a part-time independent study load in addition to his or her regular assignment. When that happens, that part-time teacher or other staff member may have his or her benefits covered under the regular full-time appointment, making the cost of the additional part-time service only an hourly salary contract cost. In some cases only certificated personnel who only work part-time in independent study are employed. The basic staff group for the off-site center is usually a coordinator-teacher, one or more teachers, one or more clerical support persons, and the part-time services of specialists, resource teachers, and others. *Education Code* Section 39141.9 states that off-site structures must meet Field Act requirements for earthquake safety standards and lists the conditions for which an exemption may be granted.

In any event, every student on independent study must be enrolled in a school of the district (see *Education Code* Section 51748). Service through any of the structures identified above does not separate the student from the duties, rights, and opportunities associated with regular enrollment in a particular school.

SAMPLE

Revised: December, 1992

Instructions for Calculating:

1. The Ratio of ADA to Supervising Teacher in Independent Study, Pursuant to *Education Code* Section 51745.6

2. The 10 Percent Cap on Independent Study in Continuation and Opportunity Education, Pursuant to *Education Code* Section 51745(b)

Teacher-to-ADA Ratio Cap

For school districts

Step 1. From the total number of units of ADA reported on lines A-1 through A-8 of the District's Second Period Report of Attendance (J-18/19-P2), subtract (a) the number of attendance (ADA) units reported for full-time independent study pupils who were age 18 or younger as of the preceding December 31, *excluding* any ADA from independent study supervised by a regular classroom teacher for pupils enrolled in that teacher's class, and (b) the number of ADA units from attendance in "necessary small schools," as reported on Schedule F.

Step 2. Determine a ratio with the difference resulting from Step 1, using the total number of certificated teachers and full-time equivalent (FTE) certificated teachers who directly provided instruction to all pupils other than those whose ADA was earned through full-time independent study. (Excluded are employees whose services supplement direct instruction or who perform administrative duties.) For a certificated employee who provides direct instruction as well as supplemental or administrative services, count only the fractional amount of time that employee provided direct instruction. Fractional numbers in the total are to be rounded down, unless the total is less than one (1.0)—for example, 5.3 or 5.6 FTE supervising teachers rounds down to 5 in both instances, but 0.4 FTE is reported as 1.0.

Step 3. For purposes of computing the maximum ADA to be funded for independent study, multiply the ADA portion of the ratio computed in steps 1 and 2 by the combined number of full-time and FTE certificated independent study teachers. (Exclude from this computation any ADA attributed to independent study as a temporary alternative to classroom-based study that is supervised by the pupil's regular classroom teacher. Do not include in the number of teachers those certificated persons who exclusively provide administrative or supplementary services. If a certificated person is responsible for both administration and direct instruction, count only the amount of time the employee provided direct instruction.)

Districts shall be funded on the lesser of the maximum ADA computed per these instructions or the actual ADA reported for independent study.

For County Office of Education

Follow the instructions for school districts using as the base ratio the ratio for the high school or unified school district with the greatest ADA in that county.

ADA in excess of the maximum set by the teacher-ADA ratio used as the basis for comparison shall be ineligible for apportionment pursuant to *Education Code* Section 42238.5 for school districts and *Education Code* Section 2558 for county offices of education. See *Education Code* Section 51745.6.

EXAMPLE:

Step 1:	Total ADA for lines A-1 through A-8	25,000
	Subtract ADA from full-time I.S.	- 300[1]
	Difference	24,700
Step 2:	Full-time and FTE certificated teachers in direct instruction	830[2]
	(Ratio - 830 : 24,700 = 1 : 29.76 = 1 : 29[3])	
Step 3:	Full-time and FTE certificated teachers in direct independent study instruction	8[4]
	(Ratio - 8 : 300 = 1 : 37.5 = 1 : 37[5])	

(a) 37 I.S. ratio
-29 direct inst. ratio
8 excess ADA/teacher

(b) 8
X 8 teachers
64 excess

In the event of questions about independent study you may contact:

John Gilroy, Field Representative for Attendance, 916-323-8478

Lynn P. Hartzler, Independent Study Consultant, 916-657-2912

10 Percent Cap on Independent Study

Instructions for Computing the 10 Percent Cap on Independent Study in Continuation and Opportunity Education, per *Education Code* Section 51745(b):

For the purpose of *Education Code* Section 51745(b), "pupils participating" shall be defined as P-2 ADA. Therefore, in computing the limit on pupils in these two types of instruction who may be eligible for independent study, use the number for each that represents 10 percent of the current year's ADA as reported on Lines A-7 and A-8 of the J-18/19-P2 form, Second Period Report of Attendance for Students Residing in the District.

[1] This number should not include any amounts for excluded items specified in Step 1, specifically ADA for adults and for pupils who were temporarily on independent study under the supervision of their regular classroom teacher.

[2] Exclude from the number all staff who did not deliver *direct* instruction per the instructions for Step 2, above.

[3] Round down to the nearest whole number.

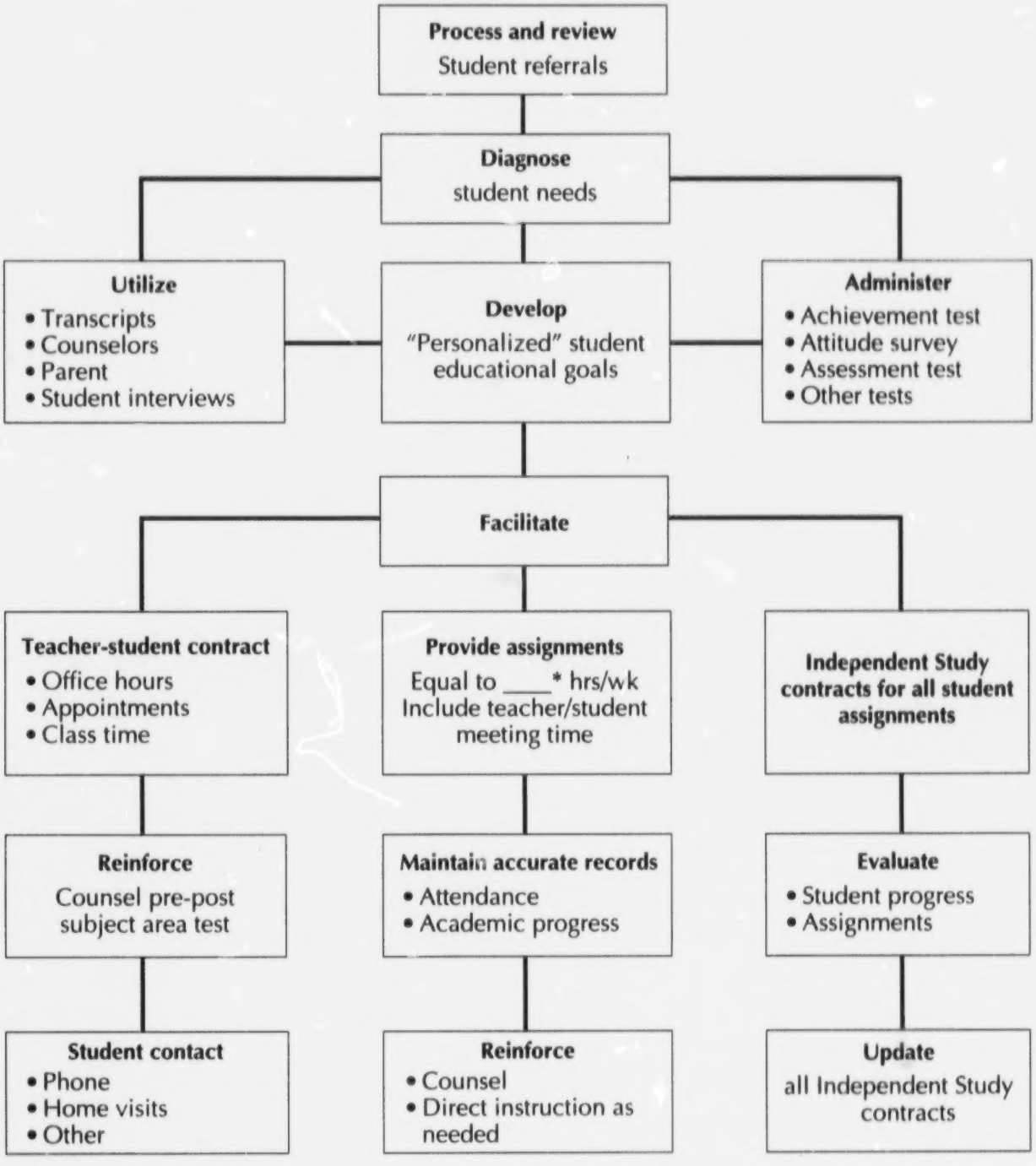
[4] Excluded are FTE certificated teachers who supervised independent study of their own students on a temporary basis and certificated staff to the extent that they were not on direct instructional duty, such as counselors, special education specialists, and administrators.

[5] Round down to the nearest whole number.

SAMPLE

Process Chart

Activities and Responsibilities of Independent Study Teachers



*The district sets the numbers of hours.

SAMPLE

Teacher Position Description

Position Title: Teacher, Independent Study

Definition: Provides supervision and individualized instruction for non–high school graduates so that pupils can complete high school graduation requirements, prepare for California High School Proficiency Examination or GED, participate in Regional Occupational Programs and work experience programs, or acquire a work permit; and performs other noninstructional duties as assigned, according to district policies and procedures.

Reporting Responsibility: Reports directly to the site administrator or his or her designee.

Duties and Responsibilities: Responsibilities will include but not be limited to the following:

Curriculum Responsibilities. Utilizes the course of study adopted by the Board of Education, California state curriculum frameworks, and appropriate learning activities to teach the curriculum necessary for students to graduate from high school, prepare for California High School Proficiency Examination or GED, participate in Regional Occupational Programs and work experience programs, or acquire a work permit; diagnoses pupils' needs and develops contracts for individual pupils according to needs; evaluates pupils' progress and prepares progress reports to be shared with pupils and parents; and provides counseling services for pupils in social and family relationships, educational goals, and employment planning.

Instruction Management. Develops student learning plans and organizes individual written agreements and contracts so that instruction can be accomplished and work completed in the allotted time period; prepares appropriate instructional materials to enhance learning; establishes and maintains standards of behavior for pupils to provide a productive learning environment; selects and requisitions books, instructional aids, equipment, and instructional supplies and maintains required inventory records; performs basic attendance accounting and other business services as required; performs other noninstructional duties as assigned, according to district policies and procedures; maintains accurate records of students' assignments, grades, credits, each student's written agreement and contracts, attendance based on completed assignments, and progress evaluations; and maintains a monitoring process that will allow the teacher to provide an up-to-date progress report when requested by a parent or supervisor.

Professional Activities and Growth. Maintains professional competence through participation in in-service education activities provided by the district and in self-selected professional growth activities; identifies pupils' needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems; participates in curriculum and other developmental programs within the independent study assignment or on a district level; participates in faculty meetings and committees; and maintains current vocational information for pupils.

Qualifications:

Training, Education, and Experience. An approved credential issued by the California Commission on Teacher Credentialing in the areas of responsibility.

Knowledge and Skills. Knowledge of district-adopted policies and procedures which govern program and curriculum; knowledge of California state curriculum frameworks and effective teaching strategies to ensure pupils' learning in subjects taught; ability to plan and teach individualized lessons for one-to-one instruction; knowledge of pupil management techniques and organizational skills; and ability to understand

and accept individual differences in pupils and parents.

Physical Characteristics. Consideration will be given to reasonable accommodation in the following abilities with or without the use of aids: sufficient vision to read printed material; sufficient hearing to conduct in-person and telephone conversations; sufficient physical mobility to meet the needs of all students; ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups; and physical, mental, and emotional stamina to perform the duties and responsibilities of the position.

SAMPLE

Teacher's Checklist of Responsibilities

The following checklist will assist staff in the smooth transition of students into independent study as well as facilitate the completion of necessary paperwork.

A New Student's Folder

Check for the following forms, which should be in each student's folder:

1. Copies of all required enrollment papers must be complete with appropriate signatures. These documents may include but will not be limited to:
   - ☐ Locator form
   - ☐ Master agreement (signed by parent and student)
   - ☐ Conditions of enrollment (signed by parent and student)
   - ☐ Transcript analysis and evaluation
   - ☐ Orientation contract and orientation assignment
   - ☐ Emergency card
   - ☐ Assessment test data
   - ☐ Student information papers/portfolio
2. Copies of the following documents should be maintained in the student's folder as they are completed:
   - ☐ Verification of enrollment in Work Experience Education (WEE) and/or work permit
   - ☐ Assignment and Work Record forms
   - ☐ Sample of student's work
3. Check that the student's transcripts have been requested and, once received, that a copy is in the student's folder.

B First Appointment with Student

1. Issue credit or grade for completion of the orientation course if appropriate.
2. Emphasize master agreement and discuss course requirements needed for high school graduation.
3. Review individualized plans to attain objectives; review course requirements and descriptions.
4. Explain Assignment and Work Record form, which verifies completion of assignments.
5. Emphasize purpose and importance of attendance at regularly scheduled meetings.
6. Ensure that a firm meeting schedule, including frequency, time, and place, is clearly understood between teacher and student.
7. Review procedures, and consequences of failure, to report to an appointment and to turn in completed assignments.
8. Issue necessary books and materials for work currently being attempted. (*Note:* Write the book title and number on the Assignment and Work Record form and put a "book card" in the student's folder. Adult education independent study students may be charged for books.)

C Students' Failure to Keep an Appointment

Students' failure to keep an appointment must be handled in a timely manner. When a student is under 18 years of age, contact the parent for help in correcting the problem.

1. Attempt to contact the student by telephone and reschedule an appointment for the same week.
2. When unable to reach the student, send a letter (see samples in Chapter 6). If the student does not respond to the letter, complete a counselor referral form. Do not give the counselor the folder.

3. When any student misses two appointments without valid reasons, refer the student to the counselor/administrator. If the student is over age 18, send the student a drop letter and drop the student.

D Regular Scheduled Teacher-Student Meetings

Complete these tasks in the first meeting and all succeeding appointments:

1. Correct work during the appointment time period while the student is in attendance.
2. Review subject material with the student.
3. Evaluate student's learning.
4. Make the next assignment and be sure the student is clear about expectations.
5. If the student's work is incomplete and unsatisfactory, clarify the expectations and establish a new deadline for completion.
6. If a parent is involved in the teaching process, allow adequate time for in-service training on instructional materials and strategies.
7. When a course has been satisfactorily completed, issue a report card for grades and credits earned and submit the report to the independent study office. (*Note:* The student and any other pertinent staff should also receive a copy.)

E Weekly Tasks

At the end of each week, submit the following to the independent study coordinator:

1. Teacher's schedule of appointments for the upcoming week with students' names and times of appointment
2. List of students' absences with notations of actions taken

F Monthly Tasks

Staff members are responsible for submitting these items to the designated staff person in a timely manner, usually monthly:

1. When appropriate, submit signed time cards that are accurately completed.
2. When appropriate, submit signed mileage forms, accurately completed, for legal travel between work sites and for additional assigned duties.

Persons to Contact (Adjunct Responsibilities)

Secretary

- Time cards
- Payroll
- Printing
- Diploma orders
- Work permits
- Typing
- Special letters
- CHSPE school verification
- Purchase requisition
- Supply orders

Coordinator

- Teacher absences and substitute authorizations
- Petty cash
- Student problems
- Drops
- Books and instructional materials (orders)
- Graduation verification
- Weekly student absence lists
- IWE help
- Weekly teacher schedules
- Social security, welfare, and good student driver verifications

Student Aide

- Books owed
- Phone or marking assistance
- Copying on office machine

Registrar

- Typing transcripts
- ROP/OWE credits
- Career guidance

Counselor or Coordinator

- Transcript analysis
- Graduation verification
- Students' personal problems
- Community resources
- School and career guidance

Instructional Aide

- GPAs
- ADA register
- Ordering transcripts and cumulative files
- Phone and marking assistance
- Competency tests
- Enrollment and drops
- Comparison report
- Coordinator's ADA
- Transfer slips

Note: Often many of the above responsibilities are combined in one or a few positions.

SAMPLE

Substitute's Record of Student Attendance

Directions: Complete one for every student scheduled and any students who come in who are not on the schedule. When completed, place inside of the student's folder on top of all other paperwork.

Substitute name: Date:

Student name: Appointment time In: Out:

1. Scheduled for next week Date _____ Time _____
2. Time sheet turned in: Yes No
3. Assigned work turned in: Yes No Corrected/graded: Yes No
4. Books turned in: Yes No

   Titles: 1. _____

   2. _____

   3. _____
5. Tests taken: _____

   Grade: _____

   Comments: _____

To be filled out by regular teacher

6. New assignments: _____

   Materials to be checked out:

   Books: _____

   Packets: _____

   Work sheets: _____
7. Student telephone number: _____

Notes: _____

To be filled out if student is absent

*If contact is made with student, make sure that he or she is given next week's assignment.

Student did not show, but is rescheduled for: _____

Details of student phone contact

____ 1. I called—no answer. 1st/date _____ Time _____ 2nd/date _____ Time _____

____ 2. I called and left a message on the answering machine: Date _____ Time _____

Message: _____

____ 3. I called and spoke with _____. Date _____ Time _____

Message: _____

____ 4. Student called in and rescheduled as per above: Date _____ Time _____

____ 5. Comments: _____

_____

SAMPLE

Possible Items to Include in a Teacher's Manual

1. Procedures
2. School year calendar
3. Testing schedule
4. Graduation requirements
5. California High School Proficiency Examination
6. Child abuse reporting checklist
7. Accident/injury reporting checklist
8. Forms
9. Letters
10. Community resources
11. Legal references for independent study
12. Teacher, Independent Study—job description
13. Recommendations from WASC and Program Quality Review
14. Attendance accounting procedures
15. Program goals and objectives
16. Course list
17. Course descriptions
18. California state curriculum frameworks and selected supporting publications
19. New student packet
20. Procedures for substitute teachers

SAMPLE

Possible Components for Staff In-service Training

Topic	*Possible areas to emphasize*
Student Profile	Types of students served (GATE, ESL, remedial, adult, pregnant, special education) Ways to assess student needs
Legal Regulations	*Education Code* and *California Code of Regulations, Title 5* Local board of education policy
Attendance Accounting Procedures/Audit Trail	Attendance recording which is legal and accurate District/county attendance reporting sheets or attendance books (manual or computerized)
Forms	Enrollment/Drop Transcript analysis (high school only) Written agreements Contracts Letters to parents and students Field trips Teacher comment sheets Diploma/graduation form
Procedures	Enrollment Paperwork for audit trail backup Student testing (weekly; standardized tests, competencies) Entering and dropping students Reporting child abuse/injury and/or accidents Follow-up on nonattenders/nonproductive students Evaluation of student work, grades, and credits Graduation/promotion procedures
Curriculum	Courses offered State curriculum frameworks and related publications District/county curriculum guidelines Course goals, objectives, and descriptions Textbooks and supplementary materials available Tests, work sheets, activity packets, etc. Audiovisual resources How to develop new courses
Resources	School counseling services District/county/community for curriculum, student health and social services, personal and career counseling

Topic	*Possible areas to emphasize*		
Working with the Home Study Family	Providing in-service training to the parents who directly supervise the students on curriculum, recordkeeping, lesson planning		
Office Procedures	Time cards Absences Petty cash	Mileage forms Supply/book orders Purchase requisitions	Printing requests Typing requests
New Teacher Checklist (See sample)	It might be beneficial to make checklists for new teachers on: • Paperwork that needs to be submitted when a student enrolls • Paperwork/student work/backup that needs to be kept in student folders • What needs to be done the first week when a new student begins • Dates on which time cards, attendance sheets, supply orders, and other office items need to be submitted • What needs to be done to drop students • Procedures that need to be done for semester or year-end closeout • Procedures that need to be followed for a student who graduates • What paper flow needs to be followed when a student completes a contract		

CHAPTER 5

Implementation or Expansion of Independent Study

An immediate concern when independent study is offered is to determine whether it will be offered as a mode of delivery of a school or as a program in a school. The determination will depend on local conditions. For example, considerations will vary with the size of the district, the extent of site enrollment, and the attitudes of concerned administrators and teachers toward their options within policy limits. However, independent study should be an optional instructional strategy within every school so that it is available when needed by any student (or group of students) for any of the purposes identified in *Education Code* Section 51745(a) (see Appendix A). This format would tend to be a "program" within a school.

A Mode of Delivery

Education Code Section 51748 requires that students in independent study enroll in a school of the district or county office rather than in a "program" of the district. If a district has previously offered the independent study strategy through a program center that is not a school and that does not assure students of enrollment in a school, the district has two options: it can enroll students in independent study in its regular schools (which is apparently the legislative intent) reporting attendance and maintaining official records at those schools, or the district governing board can establish an alternative school

pursuant to *Education Code* Section 58500. The district or county may wish to provide only independent study or may wish to offer other instructional strategies as well. If a district or county does establish a new alternative school, steps should then be taken to obtain a CDS code number for the alternative school. Information about CDS numbers and the assignment of a new number may be obtained by contacting the California Department of Education; telephone (916) 324-8979.

Alternative schools have opportunities to innovate and operate under waivers (*Education Code* Section 58509), as needed, to achieve particular objectives that are pertinent to the school's all-volunteer student body and faculty. A disadvantage may be that creation of another school would create serious financial and logistical problems.

Depending on the district's or county office's decision-making rules and procedures, the responsible persons should probably establish one or more task groups to study the situation, assess needs, explore possibilities, including a visit to existing similar schools, consider carefully the pertinent information in this manual, and formulate alternative proposals for decision making. A number of good models are spread throughout the state.

B Needs Assessment

Before starting or expanding independent study, a school district or county office should determine its needs in relation to the instructional and service possibilities of independent study strategies. (Be sure to refer to the legal references to independent study in Appendix A when assessing needs.)

The following are some questions to answer when conducting a needs assessment:

1. What are the legal parameters under which independent study operates? Is there a process for periodic review of the legal mandates?
2. What is the target population that needs to be served (e.g., grade levels, special needs)?
3. How large is the population to be served?
4. What alternatives presently exist to serve this population?
5. What are the unmet needs of the target population?
6. What services are available without cost to the district to help establish independent study (e.g., facilities, staff, curriculum)?
7. How much money will be needed to start or expand independent study?
8. Who needs to be involved in the decision making about the implementation of this instructional strategy (e.g., community, school board, district personnel, school site staff, parents, students)?
9. How many and what kind of locations are needed to best serve this population?
10. How can this population best be served (e.g., one semester, one-year program, or continuous enrollment until graduation)?
11. Will the school district provide the money generated from the ADA to fund independent study adequately?
12. How will independent study and the students being served be evaluated?
13. Who can be designated to oversee the implementation of independent study?

C Informational Resources

1. Before setting up independent study, the district or county office should gather as much information as possible from successfully operating alternatives. This objective can be achieved by visiting several different schools that offer independent study and asking appropriate questions. A sample list of possible visitation questions appears at the end of the chapter.
2. If visitations are not possible, the school board may obtain the same information through phone or mail contact or participation in workshops at the state and regional levels given by successful managers. (Refer to Chapter 1 for forms of independent study.)
3. An important source of information about existing schools that offer independent study is the directory published by the California Consortium for Independent Study (CCIS), a professional association. New members receive a free membership list when they join. CCIS has divided the state into geographic regions. Each one has a

regional representative who is usually well informed about independent study and local alternatives. The basic contacts for CCIS are the elected officers of the association whose names and addresses can be obtained from the Field Operations Unit of the Youth, Adult and Alternative Educational Services Division, California Department of Education, P.0. Box 944272, Sacramento, CA 94244-2720, telephone: (916) 324-9605. Information about existing options and how to locate them may be obtained from the same source.

D School District and County Board Policy

1. Clear policy and procedures adopted by the governing board are necessary. The policy should be responsive to the mandate of the *Education Code* in order to be in compliance. The policy should provide the guidance for achieving program quality and maintaining standards of validity. Please refer to Chapter 2.
2. Policymaking is a group effort. As a first step to implementing independent study, the board of either the school district or the county must adopt written policies and procedures (see Appendix A, *Education Code* Section 51747; *California Code of Regulations, Title 5,* Section 11703). Before they can be adopted, the new regulations require a public hearing. A suggestion is that an advisory committee of teachers, students, and parents help the administration draft the district or county policy. This group could propose broad operational guidelines and serve to review and evaluate the policy.
3. In writing board policy, the administration must make certain the legal requirements are met and address the operational factors. These include not only all grade levels (kindergarten through grade twelve) but also the kinds of programs, such as Gifted and Talented Education (GATE) and Adult Education, that are being planned for implementation in independent study, either immediately or at some future date. For example, enrollment might be limited initially to students in grades nine through twelve but might expand at some point to kindergarten through grade twelve. By submitting a proposal for kindergarten through grade twelve, the committee can eliminate the need to rewrite and resubmit a policy. Again, legal counsel may be helpful in wording policy statements. (Sample board policies are included at the end of Chapter 2.)
4. Getting the policy adopted by the board requires planning and forethought. As the political or decision-making process differs a great deal from district to district and county to county (depending to a large extent on the size and the major socioeconomic characteristics of the area), be sure to determine the best approach to submitting the program proposal for adoption. An important factor in submitting a proposal is to ensure that all district or county guidelines for policymaking are adhered to and that no steps are bypassed.
5. Generate the full concept of what you hope to achieve by implementing independent study. Draft the policy following the district or county guidelines. Most districts and counties have a formal procedure for reviewing draft policy before it can be placed on the board's agenda for consideration. The draft policy is usually placed on the board's agenda with a one-paragraph synopsis and an attachment which includes the formal policy proposal. It is advisable that the persons responsible for the proposal attend the meeting and present an overview of what will be accomplished. If you sense a feeling of opposition among board members, urge parents, community members, and others who are positive about independent study to be there and to speak to the board. Should the board give its approval, the proposal becomes a policy and is added to the administrative policy guide.

E Public Relations and Community Involvement

1. Public relations activities are essential, such as media stories reflecting successes of independent study students, special school events, or unique features of independent study. These activities should be focused to create positive awareness about independent study within the district and community.

2. Linkages with community service agencies are important to create because these groups can provide valuable supplemental services to independent study students.
3. Flyers or brochures may be developed to distribute to students, parents, district personnel, service agencies, and local businesses. The materials can discuss the following issues:
   - Independent study philosophy
   - Independent study sites, locations, and contact people
   - Target populations served
   - Assessment process
   - Referral policy
   - Waiting list policy, if applicable
   - Attendance requirements and possible ramifications
   - Learning activities
   - Grading policy
   - Courses offered
   - Promotion or graduation procedures
   - Removal or transfer procedures
   - Areas of responsibility for the district, teacher, parent(s), and student
   - Students' rights and responsibilities
4. Representatives from various groups can serve on the recommended independent study advisory committee. The committee should be actively involved in planning, developing, evaluating, and improving independent study and not be used to "rubber stamp" predetermined agenda items.

F School Name Selection

Districts should consider the possible negative impact of the name that appears on the diploma (e.g., ____ Alternative High School) for high school independent study. The name may affect students' future employment, career, or educational opportunities.

G Identification of Elementary-Level Students in a High School

In a unified school district, alternative independent study schools may begin as high schools, then add a kindergarten-through-grade-eight component. There are several ways in which the issue may be approached:

1. Label the school as an umbrella kindergarten-through-grade-twelve school that encompasses three or more constituent *schools within the school:* an elementary school, a middle school, a high school, and any other specialized or magnet school or program that might belong there organizationally. Graduating seniors would receive a high school diploma undistinguished from those of district comprehensive or continuation schools. Similarly, elementary-level people could refer to their school as an elementary school, and the same sort of label could apply at the middle school level. In some instances, such as for the listing in the *Public School Directory,* the school might be identified by name and level in the customary manner. In reports, as necessary, the enrollment and ADA would be sorted out and reported by category.
2. Label the schools at the various levels differently for the various pertinent functional purposes but give the school an official identity for necessary administrative purposes. Thus, although the secondary-level people might always identify themselves as the high school, the small print on documents might indicate that the alternative school is a branch or unit of *(name)* School.
3. Regardless of the school's functional address and assigned administrator and regardless of whether the location is different or the same, each school may officially be a separate entity with its own CDS number if it meets state and local criteria for existence as a separate school. This is the situation in which the continuation high school and the high school offering independent study exist comfortably but separately on the same campus.

Apart from a unified school district, it would not be legal for a high school district to provide and enroll students in an elementary-level option or for an elementary school district to offer enrollment at the high-school level. An elementary school district is authorized to offer instruction through independent study only at the elementary level.

It is advisable to keep things simple and straightforward, avoiding situations that can yield errors. The recommended practice, if an alternative school is established in a unified district, is to use the kindergarten-through-grade-twelve school option with a single CDS number. The diplomas, as noted above, would still carry the high school name.

H Obtaining a CDS Number for a New School

If and when a new school is established, it will require a CDS (county-district-school) number. The recommended first step is obtaining information from the California Department of Education about the criteria used in assigning a CDS number. Such information is obtainable from the Department of Education, Information Systems Administration Unit, (916) 324-8979. Once the district makes a decision to establish a new school, it should apply to the Department for a CDS number. The number represents the school in formulae used for computing revenue and other entitlements and in preparing reports, so it must correctly represent what exists. A number assigned to a high school must not be used for an elementary school.

I Other Program Implementation Concerns

The following are a few other items that need to be addressed before implementing independent study:

1. *Insurance.* Generally, the district's insurance policies cover the building and its contents against possible fire, theft, or vandalism. These policies also cover possible legal liabilities in case an independent study student is injured at the site. Be sure to contact the district's or county's insurance division or carrier to ascertain that students, staff, and on-site items are covered, especially if making use of community sites. (Students in Regional Occupational Program (ROP) and On-campus Work Experience (OWE) programs are covered by workers' compensation plans.)

   Other insurance procedures to consider include:

   a. District or county forms that parents and staff who drive students in private automobiles must sign to indicate that drivers have adequate insurance coverage. These forms need to be on file for "regular" drivers and should be signed even in cases of emergency. For any field trips, these signed forms need to be on file before the event. (See Chapter 11 for sample forms.)
   b. Personal property forms that must be filed to protect the personal property brought on campus for school use by students or staff.
   c. Release forms that must be signed by a student and a parent or legal guardian, if the student is a minor, when the student or his or her testimonial is used for publicity releases or audiovisual productions. These forms generally are provided by the agencies involved.
   d. Appropriate insurance for off-site facilities (including donated sites). Contact district or county insurance carriers to verify adequate coverage.

2. *Telephones.* Accessibility to telephones is essential for the independent study staff. Students need to be able to call in to the site for help with work assignments or personal problems or to change their appointments. Staff members need to be able to contact nonattending students. Whatever phone procedures are established, it is important that they do not interfere with the teaching process.
3. *Computers.* Computers can provide individualized computer-assisted instruction. They can also be used for office management, ADA reporting, statistical information, and preparation of student transcripts.
4. *Learning Environment.* Although space in existing schools may be allocated to independent study, the learning environments for independent study will usually be different. Basic requirements include furnishings and equipment that facilitate effective teacher-student counseling and tutoring, clerical services, and mandated files. Other accommodations may provide for students

studying with limited assistance, such as computer-equipped learning stations or self-operated audiovisual booths or stalls. Modifications may also need to be made in the home learning situations. Be sure to consider the following questions:

a. Have the student's style and structure of learning been identified so that the student and parent or guardian can try to accommodate those factors, including light, noise level, distractions (such as television and radio), suitable furniture, time management (to take advantage of the time periods in which the student is most alert and ready to learn), and others? (A child's learning style is not necessarily the same as the parent's, and what is good for the teacher may not be best for the student.)
b. Has the district or county office considered the possibility of cost-effective investments in appropriate technology?
c. Has the district considered student need and provisions for laboratory-based courses such as chemistry and courses with special conditions such as physical education in team sports? In many instances the most appropriate strategies facilitate accommodations such as enabling students' participation in regularly scheduled classes.

5. Has student access to services and experiences to which the student may be entitled been ensured? Access to district services, such as those of counselors, reading specialists, special resource teachers, and psychologists, and to extracurricular programs, such as athletics, drama, music organizations, student body activities, and special clubs, must also be considered. No student waives his or her right to these because of participation in independent study. Barriers or unnecessary impediments may exist that must be removed.

J Budget Preparation

1. Consider and list your anticipated expenditures as follows:
   a. Calculate and list all salaries in keeping with the instructional hours necessary to reach your goal. Estimate the fringe benefits (budget code 3000); your business office (payroll) can assist you with those expenses (workers' compensation, unemployment insurance, retirement, and so on). Remember that, for budget purposes, compliance items, such as student-teacher ratio (except for adult students), cannot exceed the ratio for all other educational programs (see Appendix A, *Education Code* Section 51747.6).
   b. Determine administrative and classified salaries.
   c. Determine and budget facility costs as well as insurance, maintenance, and other standard operating expenses before you budget for materials and services for running the educational program.
   d. Examine the list of expenditures (object accounts) to see what items are necessary for "doing business." Place some monies in the general reserve or contingency accounts to take care of unforeseen future needs. Check the district policy for transferring from one account to another (budget codes 1000 to 6000).
2. Monitor your accounts at least monthly to determine whether your expenditures are in line with your ADA-generated revenue limit (your income).
3. Confer regularly with your supervisor, business office representative, and others to whom you are responsible for budget integrity.
4. Be open about your budget. Let appropriate staff be involved in preparing or monitoring the budget.
5. Anticipate cost increases, particularly with salaries, and budget accordingly.
6. Try to work with the principal, business officer, or other appropriate person to gain experience in budgeting.

The chart at the end of this chapter indicates budgetary categories by major budget code sections that pertain to a typical alternative. Each item is supplied with the kind of basic justifications or explanatory notes that may be needed and will assist in obtaining approval.

Sample Estimate

1. Revenue limit (district's revenue limit per student per year; this estimate uses $3,000) times average daily attendance (ADA). If 30 students are enrolled in independent study but only have an average of 80 percent attendance, the ADA to use is 24 ADA (30 students × 80% = 24 ADA):

$3,000	District revenue limit
× 24	ADA
$72,000	Independent study revenue

2. Basic expenditures include:

a. Teacher salary (use appropriate amount)	$36,000
b. Clerical support (example: 1/4 clerical)	3,600
	$39,600
c. Fringe benefits (example: 15% × $39,600)	5,940
	$45,540
d. District overhead (example: 10% × $45,540)	4,554
	$50,094
e. Other costs (e.g., textbooks, instructional supplies, postage, staff development, mileage, memberships, telephone, repairs, and equipment) (example: Estimate $150 per student: $150 × 30 students)	$ 4,500
Total expenditures	$ 54,594

3. Income minus expenditures equals estimated amount available for additional purchases, improvements, staff, etc.

   $72,000 – $54,594 = $17,406

Remember, in developing an estimated budget, you will need to meet with your business office to (1) determine actual amounts to use in the budget; (2) ensure that all cost items are included; (3) determine that all expenditures comply with funding restrictions; and (4) ensure that the procedure actually used to calculate the budget estimate is correct for your district.

The work sheet that follows may be useful, with adjustments to make the figures applicable to the local situation, in assessing whether a particular school is getting an appropriate share of the revenue it generates through ADA.

K Location of Independent Study

Obtaining appropriate locations is an essential component of establishing independent study options. (Independent study might benefit from being located close to public transportation and where the target population resides.) Investigate not only district or county sites but also community locations. Check insurance coverage if off-campus locations are used. Districts should also monitor the implementation and implications of *Education Code* amendments regarding leased or relocatable buildings (see *Education Code* sections 39141.4 and 39304.5).

Under *Education Code* Section 39141.9, structures must meet new Field Act requirements (see Appendix A for the full text of this section). In

Estimating Your Budget

Below is a simple format that can be used to estimate the revenue that will be generated by independent study ADA. Your district's revenue limit, actual direct costs, and overhead will be different, so you will need to work with your business office to determine the correct amounts to use for your estimate. Variations in attendance will also affect your estimate. Even though revenue and costs vary by district, districts should still be able to generate adequate funding for independent study.

Budget Work Sheet

Income

A. Regular ADA
$ _____ (Revenue limit) × _____ (ADA) = _____

B. Lottery funds
$ _____ (Amount per ADA) × _____ (ADA) = _____

C. Other = _____

Total income _____

Expenses

A. Teacher: Salaries _____
Benefits + _____ = _____

B. Clerical: Salaries _____
Benefits + _____ = _____

C. Building rental = _____

D. District maintenance = _____

E. Office supplies ($ _____ × ADA) = _____

F. Telephone ($ _____ /month) = _____

G. Capital outlay (_____ %) = _____

H. District overhead (_____ %) = _____

I. Student supplies ($ _____ × ADA) = _____

J. Conference/training = _____

K. Other = _____

= _____

Total expenses = _____

Total income: _____
Minus total expenses: _____
Balance/deficit: _____

summary, the section states that district and county offices may request exemptions from the Board of Control for a period of two years based on certain conditions:

a. The building is not located on a regular school site.
b. The building complies with all applicable local standards.
c. The building is used for independent study.
d. The building serves fewer than 25 pupils (kindergarten through grade twelve) at any one time.
e. Use of the building is critical to providing an effective, alternative community-based program.
f. Use of other buildings meeting seismic safety standards for schools is not practical.

Independent study may take many forms. It may be any of the following:

a. A school within a school (SWAS)
b. An integral part of the regular school program and constitute part of a student's school day
c. A separate organization housed on a regular school site in portable units or unused classrooms
d. An entity located on a regular, continuation, or adult education school site

Independent study can be housed satisfactorily in an off-site location. However, the district should consider the implications of the Field Act regarding earthquake safety (see *Education Code* Section 39141.9). Successful centers have been located in commercial property, close to where students may obtain work or community-based experiences. Other community locations include public libraries, storefronts, community centers, senior citizen centers, preschools, churches, civic center rooms, Employment Development Department offices, rental homes, apartment or condominium complexes, recreation centers, mental health facilities, Regional Occupational Program facilities, parks and recreation rooms, and business corporation rooms provided for employees enrolled in classes.

New legislation: AB 3397 (Chapter 795, Statutes of 1992) allows for the use of buildings which pass local safety inspections and provides more flexibility in leasing sites for programs for pregnant and parenting teens. This change, effected through *Education Code* Section 39141.11, was effective January 1, 1993. Sites must be recertified every five years. This legislation may be relevant to independent study for pregnant minors.

Students taking classes in community services often meet at community sites that relate to their curriculum. Sites include hospitals (health education), legal offices (youth and law), nursery schools (child development), community theaters (drama), and plant nurseries (life science). In Adopt-a-Student programs, mentor adults from the community meet with students in the mentor's work place and provide educational assistance.

L Staff Preparedness

1. When staffing independent study, the district or county office must consider student population characteristics, especially learning styles and needs, program size, facilities, budget, resources, and volunteers. (See Chapter 4 for specific guidelines on staffing.)
2. The greatest key to a successful opening day is the enthusiasm and preparedness of the staff. Persons answering the telephone or greeting visitors must be able to answer general questions about the school or refer persons to someone who can. Persons need to be trained to follow up on any referrals.
3. When many students come to independent study for the first time, they are nervous and lack self-confidence. The staff needs to recognize from opening day on that this is a risk-taking situation for many students. Therefore, the staff must work constantly to ensure an environment of learning in which the student can feel comfortable, safe, and supported. Often the students' successes stem from the trust-building process that begins on that first day.

SAMPLE

California School Accounting Budget Categories

*Budget codes**	*Possible categories (can be adapted for your district's needs)*	*Justification for expenses*
1000s	• Teacher salaries, regular or extra assignments, substitutes	Includes substitutes
	• School administrators' salaries	Provide leadership at the site level for independent study
2000s	• Guidance/welfare/attendance	Provide counseling services for program
	• Instructional aides	Assist all certificated staff
	• Clerical—including substitutes, temporary, part-time, and overtime	Secretary/clerical/registrar to program; provide added help as needed
	• Classified personnel salaries	
3000s	• Benefits	Per contract
4000s	• Textbooks	Provide students with textbooks closely matching their ability level
	• Workbooks and other supplementary materials to match individual instruction	Provide students with materials necessary to challenge their thinking ability
	• Classroom supplies, computer discs, individualized learning	Provide individual instruction to students
	• Office supplies	
5000s	• Mileage for teachers' travel	Independent study is taught in a variety of locations; WEE employer site visitations must be made for WEE students.
	• Provide registration fees for staff members to attend independent study state and local conferences	
	• Dues and memberships	
	• Miscellaneous contracts	Office equipment such as copy machine service and computers
	• Printing: such as contract forms, assignments and independent study flyers	Communication and unit instruction
	• Maintenance repairs	For repairs as needed
6000s	• Computers, cassette players, typewriters, file cabinets, furniture, etc.	To meet needs of individual students; to maintain required WEE records
	• Other possible needs (dependent on facilities): Telephone services Custodial Rental or lease/option to buy facilities Amount of indirect costs paid to the districts	
	• Other miscellaneous, depending on needs	

*Refer to *California School Accounting Manual* for codes and further clarification.
NOTE: The operating budget should be calculated after all district indirect costs are known and subtracted from total income.

SAMPLE

Preparing for Opening

Below is a chart of possible activities which may ensure a good opening. Activities and responsibilities will vary according to needs.

Item	*Activities/Actions*
Publicity about opening day	Prepare releases to community; district in-service training, radio/TV, orientation tape, or slide show.
Furniture and supply orders	Organize teaching and office stations, order books and instructional and office supplies.
Facilities/Location	Establish security clearances for programs open after regular school hours on school campus locations. Arrange telephone services.
Staff/Staffing	Hire and train; hours/days/times. Schedule in-service training for staff on dealing with telephone services.
Enrolling and scheduling appointments	Schedule dates, places, and times. Confirm student appointments.
Printing	Print forms, contracts, teaching materials, tests.
Procedures	Refine procedures for office, recruitment, enrollment, student follow-up.
Support services	Contact support services to be ready to accept independent study students as clients.
Files	Organize office filing system (see Chapter 8). Have teaching staff organize student folders that could include assignments, attendance, emergency card information, testing results, books owed, transcript analyses, and other relevant educational history information.
Open house	Provide "Coffee and Cake" opening for the district and community to view the program. This can be before, during, or after opening day. Send invitations to prospective visitors.
Welcoming students	Have students bring past/present pictures about self for the bulletin board. Student is invited to bring family and friends to see program.
Program evaluation	Plan for program evaluation. See Chapter 13 for specific guidelines.

SAMPLE

Implementation Checklist

The following is a checklist that may be used when implementing Independent Study to make certain that all necessary steps are taken and to help give a comprehensive picture of the process.

1. Preplanning
   - ☐ Identify needs by assessment.
   - ☐ Plan visitations.
   - ☐ Develop board policy.
   - ☐ Submit and obtain board policy.
   - ☐ Select program types/populations.
   - ☐ Initiate public relations, publicity.
   - ☐ Select name.
   - ☐ Initiate preliminary budget.
   - ☐ Provide for staffing.
   - ☐ Select location(s).
2. Organize for Implementation Planning
   - ☐ Initiate Implementation Planning Committee.
   - ☐ Establish the committee's planning tasks.
   - ☐ Assign responsibilities for tasks.
   - ☐ Establish deadlines for completion of planning tasks.
3. Finalize Scope and Time Lines
   - ☐ Establish preliminary cash flow.
   - ☐ Identify alternatives to be offered.
   - ☐ Select campus(es) to be served and locations.
   - ☐ Define/select methods of instruction.
   - ☐ Plan curriculum materials acquisition/ adaptation/development.
   - ☐ Select auxiliary services to be offered.
4. Establish Organizational Structure/Functions
   - ☐ Identify and schedule site functions.
   - ☐ Assign functions by management level.
   - ☐ Assign functions by position.
   - ☐ Set up staffing schedule.
   - ☐ Modify existing job descriptions and create new job descriptions (if desired).
5. Identify Facility, Equipment, Materials, and Requirements
6. Staff the Sites
7. Implementation
   - ☐ Create master schedule for implementation.
   - ☐ Assign implementation responsibilities.
   - ☐ Provide guidance for completion of implementation tasks.
   - ☐ Prepare final budget.
   - ☐ Create independent study master agreements/ forms.
   - ☐ Provide recruitment/retrieval (if appropriate).
   - ☐ Establish enrollment procedures.
   - ☐ Establish record files system.
   - ☐ Prepare for attendance accounting and audit trail.

CHAPTER 6

Ongoing Operations

Although sites using independent study vary in size as well as kind of student populations served, certain factors are common to all operations. Those factors will be covered in this chapter.

A Student Recruitment

Student recruitment is an ongoing process because of attrition, graduation, and community needs. Established as well as new independent study providers may need to recruit students.

There are various methods and sources for bringing students into independent study. Recruitment efforts might fall into these general categories: (1) intradistrict information dissemination and staff development; and (2) publicity and information dissemination through established standard channels to parents and the community, such as newsletters to parents, newspaper publicity, features in available local media, and word of mouth. Many communities will prefer a more personalized presentation that offers the opportunity for question-and-answer periods to the use of more impersonal broadcast media.

To get the best results, design a recruitment plan based on local conditions and proven successful experience and, perhaps, some new and innovative ideas that have worked well elsewhere. For example, you might announce the availability of the program on place mats at popular restaurants. Chambers of commerce, fraternal organizations, churches, service clubs, and public bulletin boards may be helpful in disseminating information. In many schools and smaller communities, news about independent study is communicated quickly (but not necessarily accurately) among students on a person-to-person basis. It is important to distribute accurate information through counselors, teachers, and others who advise and assist students.

To attract and retain good students in independent study, the following concepts should be emphasized in the recruitment materials:

1. Independent study helps the student to become a producer as well as a consumer of learning.
2. Independent study gives every student an opportunity to pursue a project in his or her own particular way.

3. The students develop their own styles and approaches to learning; each student learns in his or her preferred style.
4. Independent study allows students to pursue advanced subjects and topics at individualized rates of progress.
5. The student has an opportunity to work alone, with a teacher available for direct teaching as needed and for tutoring and resource assistance.
6. The independent study curriculum satisfies the requirements for high school graduation and college entrance.
7. The parents have an opportunity to be involved in planning, implementing, and teaching independent study.

See sample chart on page 6-3.

B County Office of Education Community School Referral Process

County offices of education are generally service-based agencies, not school districts with their own student populations determined by physical boundaries. Therefore, students participating in county community schools must be identified through a referral process.

1. Sources of referrals to county office of education community schools may come from, but not be limited to, the following:
   a. District administration
   b. Child welfare and attendance
   c. Probation—juvenile courts
   d. Self-referral
   e. Peers
   f. Parents
   g. Counselors/school psychologist
2. The county office of education community school was created in 1971 as an option for "at-risk" youth. Under the direction of the county superintendent, the community school was mandated to serve the following pupils (*Education Code* Section 1981):
   a. Pupils who have been expelled from a school while attending either continuation classes, opportunity classes, or alternative classes
   b. Pupils who have been referred to county community schools by a school district as a result of the recommendation by a school attendance review board or pupils whose school districts of attendance have, at the request of the pupil's parent or guardian, approved the pupil's enrollment in a county community school
   c. Pupils who are probation-referred pursuant to sections 300, 601, 602, and 654 of the *Welfare and Institutions Code,* or who are on probation or parole and who are not in attendance in any school
   d. Homeless children

C Use of Public Relations

Recruitment and public relations go hand in hand. Good public relations and recruitment involve receiving and giving information. Independent study educators will benefit from being involved with those agencies that service their independent study operations and students. By continually collecting and measuring the opinions of colleagues and the community about the independent study options available, the staff will be able to strengthen those options. Polls, surveys, and questionnaires are useful means of collecting needed information and establishing direct contacts with parents and other persons and groups in the community.

To be effective, recruitment and public relations programs must be honest, inclusive, understandable, sensible, dignified, comprehensive, and sensitive to the public served or to be served. Most people respond well to graphics. Statistics and other numerical data must be very clear and should be used sparingly. Printed and promotional materials should be short, sometimes humorous, and designed to catch the eye and hold the attention. In both written and spoken communications, short sentences, concrete terminology, and specific examples will get the best results. Have a communications or public relations expert—within or outside the organization—critique the planned program and publications so that the final products are as effective as possible.

SAMPLE

Chart of District Resources, Strategies, and Procedures for Student Recruitment

District resources	*Recruitment strategies*	*Follow-up*	*Community resources*	*Possible procedures*	*Follow-up*
• Counselors, psychologists, school nurses, secretaries, principals • Child welfare and attendance (school review boards and meetings) • Adult education • Multicultural/bilingual • Indian education • Special education • Gifted and talented coordinators • Public information office • Job Training Partnership Act programs (JTPA) • Foster youth • Home and hospital instruction • District preschool program • Abuse coordinator • Work Experience Coordinators/career centers ROP/C • District screening/ placement committees • Outreach consultants • Students enrolled in independent study	• Flyer • Brochure • Display posters • Article in district or county newsletter • Presentation at group meetings (faculty, PTA, school board) • Representation on district committees to give the program visibility and enjoy membership • Information phone calls about independent study • Personal visits • Listing in district's directory of alternatives • Obtain "drop" and "no-show" lists from other schools and follow up with a flyer • Slide or video presentation	• Send thank-you letters for all referrals (see end of chapter for sample) • Make confirming call to or contact with referring agency • Compile periodic attendance lists, honor rolls, or graduation announcements/mailed to appropriate resources • Maintain and update a list of outside agencies and send updated letters and new brochures	• Employment Development Department (E.D.D.) • Social welfare offices, county offices, (including Child Welfare and Attendance) • Community colleges • Libraries • Preschools • Community centers (such as YMCA) • Hospitals • Teen clinics • Drug and alcohol prevention/intervention centers • Social, civic, and fraternal groups	• Flyers (Some utility companies and welfare offices will include flyers in their bills.) Other sources for distribution of flyers: fast-food restaurants, shopping centers, laundromats, churches, libraries, YMCA, YWCA, recreation centers, unemployment offices, the lobbies of health clinics and theaters, and welfare, police, and social services departments • Brochures • Radio, newspaper, television, cable public service announcements • Mall display booth • County and state fair booth • Place mats at local fast-food restaurants • Slide or video presentation	• Send thank-you letters for all referrals (see end of chapter for sample). • Make confirming call to or contact with referring agency. • Compile periodic attendance lists, honor rolls, or graduation announcements/mailed to appropriate resources. • Maintain and update a list of outside agencies and send updated letters and new brochures.

D Screening and Assessment of Potential Students

It is important to screen and assess potential independent study students to determine that the students have the basic skills, maturity, and motivation to make independent study work. Equally important is that programs use safeguards against involuntary or inappropriate referrals of students to independent study (see Appendix A, *Education Code* Section 51747(c)(7), amended in 1992). *Education Code* Section 51746(b) provides that districts or county offices of education may require qualified personnel to assess the achievement, abilities, interests, aptitudes, and needs of participating pupils to determine the following:

(1) Whether full-time independent study is the most appropriate alternative for the pupil being referred.
(2) If the answer to issue (1) is affirmative, the determination of the most appropriate individualized plan and resources to be made available to pupils enrolled in full-time independent study.

1. Before the initial screening session, the independent study administrator, counselor, or teacher-counselor must obtain and review the following information:
   a. Past school records
   b. Current achievement records, especially reading and mathematics scores, and competency test results
   c. An individualized education program (IEP), if appropriate
   d. The student's demonstration of an ability to communicate in English
   e. Information supplied by a referral form
   f. The results of other tests and assessments that may be available, especially if the student has received the services of a screening and counseling center

   If the student's previous records are incomplete, some other diagnostic tools should be used to determine proper placement. Tests and other tools can yield valuable information for assessing the appropriateness of any proposed educational alternative. Many districts and county offices have tests available for review and use. In selecting the appropriate instruments and devices, the reviewer should take into consideration the age and abilities of the student. Optimum conditions for the administration of assessment instruments include (1) an appropriate environment with adequate lighting and seating; (2) the option of morning or afternoon scheduling to give the student the optimum testing time; and (3) short testing periods with short breaks.

   The initial assessment tools should determine the student's reading and mathematical skills. A student's writing sample also might be helpful. Some programs administer learning-style inventories, such as the *Keirsey-Bates Inventory* or the *Visual/Auditory/Tactile Preference Scale (V.A.T.)*. If additional assessment is needed in some areas, such as auditory or visual screening, district, county, or community agencies may be used.

2. At the initial screening session, the student and the parent or legal guardian (if the student is a minor) need to be present. Having the parent or legal guardian present is essential when screening potential elementary home study students.

   Students and parents must have a clear understanding of what independent study is and how it operates. Students must be given an explanation of the conditions under which they will be able to accomplish tasks and the range of expectations about their achieving their goals. Students, parents, and school personnel must understand the conditions for learning and the kind of performance that will be expected of the student as an outcome of participation in independent study.

   Allow time for assessment results to be shared with the student and parents or guardians. Certain testing requires prior parental permission, so permission forms should be available. There should be a policy about minimum required standards for placement which depend on the program's capabilities to service students with minimal skills.

3. Acceptance into independent study may be based on the following requirements:
   a. Evidence that the pupil can work independently
   b. Indication that the pupil will work to complete the assignments and meet necessary appointments
   c. Availability of one or more certificated teachers with appropriate qualifications, including classroom teaching experience, and adequate time to supervise the student effectively
   d. A written statement of educational objectives and the means of accomplishing and measuring progress toward the objectives

   If the pupil's application is rejected and the pupil or parent appeals the rejection, the district will follow an established appeal process.
4. Once the assessment process is completed, the student can be accepted into independent study or referred to other county or district educational options that would better suit the student's needs. Examples of possible alternatives include special needs programs, other district alternative and continuation schools and programs, vocational rehabilitation, adult education programs, community college programs, and even university and college options.
5. Parents of prospective home study students should be thoroughly advised about the roles and responsibilities of parents, the school district or county office of education, and the student in a home education situation. They need to know what resources are available to them, what books and materials are to be used, where there is flexibility, what are the options in this strategy, and what are the responsibilities of the various parties to the independent study agreement. Parents and/or students may decide not to enter into home schooling after gaining a full understanding of these matters. See Chapter 7 for additional, detailed information.

E Career Counseling Interview

The purpose of the career counseling interview is to give students an opportunity to describe their current career situation and to inquire about career and vocational exploration, job placement services, job training programs, or vocational studies. The counselor, teacher, administrator, or Regional Occupational Program/On-campus Work Experience coordinator can inform the student of the services available within the independent study strategy or through referrals. For example, services may include career education coursework; career exploration opportunities; Work Experience Education (WEE); assessment of interests, aptitudes, and values; or state and federal government-funded job training programs. If appropriate, referrals can be made to other agencies, such as Job Corps, California Conservation Corps, and ROP/C.

F Enrollment and Registration

Once the district or county office determines that independent study is an appropriate placement for the student, the school of record should officially enroll and register the student (see Appendix A, *Education Code* Section 51748). Part-time independent study that supplements regular school enrollment, at least equal to the minimum day, does not require alternative enrollment. Full-time independent study enrollment must be arranged with careful attention to the transfer of the student's attendance record to the separate register for independent study, without overlapping or double recording any attendance for concurrent enrollment in an adult education course or Regional Occupational Program training which has no effect on a student's basic enrollment status.

No average daily attendance (ADA) for independent study can be claimed for a student until the student is formally enrolled in independent study and has completed acceptable work for credit.

When there are few independent study students, enrollment can be accomplished on an individual basis. When there are larger numbers, prearranged group enrollment sessions may be needed, followed by individual academic counseling appointments.

When students sign up for enrollment appointments, some or all of the following information must be noted: date of initial contact; student's name, address, phone number, age, grade, previous school; name of person who made the referral (if applicable); and appointment date and time. (The school should inform the students and parents or guardian of the

documents that they need to bring to the enrollment appointment meeting.) High school students should obtain immunization records and a transcript with all credits, including withdrawal grades, from the last school attended. The parents or guardian of elementary and intermediate students should bring a birth certificate, immunization records, and anything else that is required.

The teacher-counselor and clerical staff may use the following procedures during the enrollment process:

1. Present an overview supported by audiovisual materials and written descriptions, if possible, followed by student questions and answers.
2. Review assessment results.
3. Complete the student enrollment form, including emergency data and home language survey information.
4. Complete a "locator" or general information form needed at the site.
5. Obtain required health and immunization records, if appropriate.
6. Establish a student file, including the initiation of requests for a cumulative file or transcript (see sample letter at the end of this chapter).
7. Enter the student's information into the computer system.
8. Develop an individual educational/career plan for each student.

Establishing a waiting list generally is not an effective way to handle delays in placement when enrollment is full. A better way to handle this situation is to employ instructors on a part-time hourly basis to meet the needs until hiring another full-time staff member is appropriate.

G Informing Eighth Grade and High School Students of Graduation Requirements

It is important that grade eight and high school students entering independent study fully understand that they must fulfill the same district or county requirements for graduation as the students who attend comprehensive schools.

1. *Requirements for completion of grade eight.* A student shall successfully complete the state-mandated kindergarten through grade eight course of study, and the United States History and Constitution examination, where required, and pass minimum proficiencies in reading, writing, and mathematics established by the district or county office of education.
2. *Requirements for a high school diploma.* The total number of credits necessary for graduation through independent study must be consistent with the district or county course of study, with electives designed to fit individual needs. Graduating students should pass the district proficiency (competency) or other required examinations.

   District and county policies may not establish residency requirements for students before they are eligible for diplomas (*Education Code* Section 51411).
3. *Evaluation of high school independent study records.* The independent study staff should evaluate the student's transcript and check the records to determine the student's academic program with respect to graduation requirements. Each counselor or teacher should conduct a special review of credits with all grade twelve students at the beginning of each semester of the senior year. This process protects the student, the school, and, ultimately, the teacher-counselor who must advise parents of any student's inability to meet any graduation requirements. All GED or CHSPE documents should be returned to the registrar for official entry on the transcript, and the transcript should be checked for errors. If any errors are found, the documents must be referred to the school of origin for correction.
4. *Diplomas issued.* Subsequent to the enactment in 1989 of SB 1563, every diploma should be the diploma of the school in which the student on independent study is enrolled. The practice of issuing to students who are graduating through independent study a diploma that bears only the name of the district is not accurate and may indicate noncompliance with *Education Code* Section 51748.

   The related issue of the quality of the high school diploma raises the question of the school's

accreditation status. This is a separate issue that may fall under existing district policy or that may require separate policy review in light of the numbers of students served. The precedent and procedures for pursuing accreditation have been established for "independent study high schools." (Contact Western Association of Schools and Colleges, telephone (415) 697-7711; see Chapter 13.)

H Orientation Program

Providing an orientation program at the close of the assessment process helps the student become involved immediately in independent study. The orientation class increases the student's chances of success because it increases the student's awareness of requirements and commitment to goals. In addition, no books or supplies need to be issued until the student has completed the orientation. Book loss is reduced because by the end of orientation everyone should be clear that the decision to enroll in independent study was appropriate.

Sample Outline of Orientation Program

1. Introduction/Welcome to Program
   a. Roles of teachers and other staff
   b. Roles and responsibilities of students
   c. Roles of parents or guardians and others who may assist or facilitate
   d. Students' questions and answers about the program
2. Appointments
   a. Purpose and frequency
   b. Importance of student's commitment
   c. How to reschedule an appointment, if necessary
3. Initial Assignments (These materials may be used as the student's first work assignment.)
   a. Rules and expectations of school and student
   b. Study skills
   c. Learning styles
   d. Time-management skills
   e. Critical thinking
   f. Short- and long-term goal-setting exercises
   g. Awareness of community resources
   h. Career assessment/exploration
4. Group Activities
   a. Bonding activities
   b. Building self-esteem
   c. Sharing concerns, expectations, frustrations
   d. Reviewing required assignments
5. Orientation Evaluation
   a. Work reviewed, pass/fail grade, and credit issued by teacher
   b. Determination whether further counseling is needed; possible referrals to in-district and community resources
6. Individual Activities
   a. Assigning teachers
   b. Scheduling appointments

I Contacts Between Teachers and Students

There are several ways to handle the logistics of providing contacts between the responsible teacher and the student on independent study. One way is to use group experiences; for example, convening groups of students who need the same kind of instruction at a particular time and place or establishing suitably equipped study centers, staffed with volunteers (including retired teachers) and paid paraprofessional staff, in which students can study and find instructional assistance. Instruction of students in groups is acceptable, but there is no formula for a ratio or frequency because the numbers would depend on the local conditions, such as (1) the presence of a number of students who need that instruction at a particular time; (2) the availability of suitable accommodations, equipment, and materials; (3) success in scheduling the event or series of meetings; (4) the instructional methods to be used; and (5) anything else in the situation that would ensure success. The number of group (tutorial or class) sessions and the number of participants should be determined by pertinent factors, not some arbitrary rule. For example, although hundreds of students might attend a lecture or experience a prepared audiovisual presentation, a limited number (probably less than 25) should participate in a cooperative learning or laboratory experience.

Independent study offers flexibility and opportunity for creativity. However, ADA must always be

based on the student's effort and accomplishment—in a class or while working alone—not on the student's presence at any class or group meeting. Centers that are equipped with suitably programmed computers have been found in many instances to be highly effective supplements to or supports for human instruction. The obvious reasons for effectiveness include the continuous availability of the equipment and the unlimited opportunity for each student to achieve mastery of the skills at his or her own pace. The student's presence in a center without directly reporting to the responsible teacher, however, does not substitute for the reporting requirement. The teacher must have an opportunity to evaluate the student's progress in order to compute and record both academic progress and attendance—and to provide tutorial assistance and counsel as needed. Other competent staff at a center may assist in meeting the teacher's responsibilities; however, a designated learning center or study area must be staffed by appropriately trained personnel (see Appendix A, *Education Code* Section 51746(a)).

Suggested Rules for Attendance

1. *Number of meetings between student and teacher.* It is important that the student has as much and as frequent contact as the student needs with his or her teacher and other staff who are available or who may be assigned to independent study. This requirement is clearly stated in the *California Code of Regulations, Title 5,* Section 11702(b)(1): "This agreement shall include . . . the manner, frequency, time, and place for . . . reporting his or her progress." *Education Code* Section 51747(c)(1) also addresses this requirement. As important as the budget and staffing ratios are, they are not more important than meeting the student's needs and making sure that the written agreement specifies the frequency, duration, place, time, and manner of direct student-teacher contact in accordance with the official policy and procedures of the district or county office. (See Chapter 8 for a more detailed discussion of attendance.)
2. *Teacher contacts.* Encourage teachers to contact their students immediately if the students miss a scheduled appointment. This contact helps communicate to the student that the teacher is truly concerned about the student and about his or her progress in independent study. Other kinds of follow-up might be letters or home visits by the teacher or program liaison. The important point is that a caring adult makes contact with the student.
3. *Appointment cards.* Appointment cards have been used successfully to promote students' attendance. These cards are small enough to be kept in a wallet so that they are not easily lost. The cards act as a reminder of scheduled appointment times. The cards can have the site's telephone number on it so that if the student has a problem with his or her work assignments, he or she is able to contact the teacher. The student can also call and reschedule the appointment time if an emergency arises. Teachers should encourage students to schedule dental and medical appointments, job interviews, and other activities at times that will not interfere with independent study meeting times.
4. *Guidelines for dropping students from independent study.* The independent study agreement must contain a statement of the maximum number of assignments that a pupil may miss before an evaluation must be made to determine whether the pupil should be allowed to continue in independent study, as determined by board policy (see Appendix A, *Education Code* Section 51747(b)).
5. *Termination of enrollment and referrals.* If students are not being successful in independent study, they may choose another educational option. For example, students may return to a regular classroom situation, to a continuation school, or to an adult education program, if appropriate. Administrators should be aware that students should not simply be "dropped" from independent study without minimum due process.

6. *Student noncompliance.* Some districts and counties have procedures for enforcing students' attendance. The following sequence of steps may be used:
   a. An informal letter or telephone call from the supervisor of the student's learning program (usually the teacher who signed the agreement) to the student and parent or guardian, when applicable, suggesting a conference. In some districts friendly reminder postcards are used. Samples are included at the end of this chapter.
   b. A formal letter from the program administrator advising the student, and parent or legal guardian if the student is a minor, of the legal issues and penalties for noncompliance. A conference with the administrator should be suggested. (See samples at the end of this chapter.)
   c. A conference with the student (and parent or guardian if the student is a minor) and the teacher or administrator to discuss the problem and corrective action (see Appendix A, *Education Code* Section 51747(b)).
   d. Referral to the appropriate Child Welfare and Attendance office. (This action might be triggered by lack of response to the formal letter.)
   e. Referral to the appropriate SARB or Disciplinary Review Board. (This action might be triggered by no behavioral change following a response to the formal letter.)
   f. Removal from the independent study option by the screening committee or the administrator or as a result of the SARB decision. (This action would be the final step after others have been tried or in the case of some major act of noncompliant behavior.)

Remember that students cannot be claimed for attendance purposes if they are not submitting work assignments. However, their names must remain on the formal attendance reporting documents until the students are formally dropped from independent study.

K Students' Rights and Responsibilities

The rights and responsibilities of students enrolled in independent study are the same as they would be in the students' regular school or program. (See the *Students' Rights and Responsibilities Handbook* published by the California Department of Education in 1986.) Independent study is an instructional strategy, and change from one strategy to another has no effect on students' rights and responsibilities except when physical location and other conditions activate different rules. None of these rule changes affects students' rights and responsibilities under *Education Code* Section 51746 and the *California Code of Regulations, Title 5,* Section 11702.

Basically, the independent study student is entitled to the kindergarten-through-grade-twelve educational opportunity and services that the district or county office offers. These services include services funded from Migrant Education and other forms of compensatory education and opportunities to participate in cocurricular and extracurricular programs or activities, such as school sports and organizations. When independent study is within a school—as a school-within-a-school or as a separate or alternative school—the students' access to services and supplemental educational opportunities is within the context of that particular school. When independent study is delivered as an educational option of a school, arrangements should be made to provide the independent study student with access to the services he or she would ordinarily be entitled to at the school of enrollment (*Education Code* Section 51746).

Similarly, students' responsibilities are not waived by enrollment in independent study. Certain responsibilities may include observing the school rules at various school district sites in which the student might expect to appear.

L Combining Independent Study and Work Experience Education

When they qualify, independent study students may enroll in Work Experience Education (WEE).

All state rules and regulations for Work Experience Education apply. The independent study strategy must meet those requirements.

For detailed information about the subject of issuing work permits and the laws governing work experience, consult the *Work Permit Handbook for California Public Schools* (1991), published by the California Department of Education.

M Combining Independent Study and ROC/P

The flexibility of independent study makes it a natural partner with Regional Occupational Centers/ Programs (ROC/P). Students in comprehensive high schools are often prevented from taking ROC/P because of conflicting schedules, but independent study students do not have this problem.

Credits earned from ROC/P are usually considered high school credits and may count toward meeting the credit requirement for high school graduation. Usually, the credits are used to meet elective requirements, but there are some parts of ROC/P that may be used to meet a mathematics, social studies, science, or, in some cases, English requirement. For example, cosmetology courses have a required science unit. Students in most electronics-related courses do a lot of mathematics in the course. Many of the courses related to working with children (child-care occupations) have a unit on child growth and development. Research might find many other areas that could be used for credit other than elective credit, but district or county rules must be observed.

SAMPLE

Agency Acknowledgment Letter

Date _____

Dear _____

Thank you for your referral on the following student to the (name of school).

_____ _____

Name Status

This program welcomes new students and appreciates your support. However, we will be getting in touch with you again if, in our opinion, this program does not provide for the needs of this student.

Please contact us if we can be of assistance to you or the student.

Sincerely,

_____

Name

_____

Name of school or program

SAMPLE

Request for Transcript and Cumulative Record

MEMORANDUM

TO: Registrar's Office _____ DATE: _____

FROM: _____ GRADE: _____

STUDENT NAME: _____ BD: _____
(Maiden name, if applicable)

The above-named student has enrolled at _____

We would appreciate the following information:

- ☐ Official school transcript
- ☐ Immunization record
- ☐ Withdrawal grades (if any)
- ☐ Cumulative file
- ☐ Attendance for withdrawal grades (if any withdrawal grades)
- ☐ Student portfolio

Please attach information with this form and return to _____ as soon as possible.

Thank you.

SAMPLE

Request for Cumulative Record

SEND TO:
School name and address or
school stamp here ——————>

Pupil's Last Name	First	Initial	Date of Birth	Grade

PLEASE INCLUDE DAYS OF ATTENDANCE FOR ALL WITHDRAWAL GRADES

This pupil is now enrolled in the school named above. Please send complete information about the pupil by forwarding the cumulative record or similar record folder or a copy. Please include a complete transcript of the work accomplished, competency test results, and health immunization data. Parent/Guardian or adult student has been notified of the right to review all written records received. (*Education Code* Section 49068)

Date	Administrator/Registrar

SAMPLE

Transcript Evaluation Form

Name | Date

Total credits earned _____ Credits needed for graduation _____

Course	*5*	*10*	*15*	*20*	*25*	*30*	*Total*	*Required*	*Needed*
English								**30**	
Science								**20**	
Mathematics								**20**	
Health/Safety/Driver Education								**5**	
World History								**5**	
Geography								**5**	
Civics								**5**	
Economics								**5**	
U.S. History								**10**	
Fine Arts/Language								**10**	
Physical Education								**20**	
Work Experience								**40**	*Max.*
R.O.P.								**60**	*Max.*
Electives									

Competencies:

Total _____

Writing _____

Mathematics _____

Writing Sample _____

Reading _____

76

SAMPLE

Transcript Evaluation Form

Name	Date	Evaluator	School last attended

Student signature	Date	Parent's signature	Date

Course*	Required*	Credits Earned	Credits Needed	Credits Earned	Credits Needed	Credits Earned	Credits Needed	Credits Earned	Credits Needed	Completed
English I ☐ English II ☐ English III ☐ English IV ☐	30									
Math I ☐ Math II ☐ Pre-Algebra ☐ Algebra I ☐ Algebra II ☐ Geometry ☐ Other ☐	20									
Science: Life ☐ Earth ☐ Physical ☐ General ☐ Biology ☐ Physics ☐ Other ☐	20									
Physical Education	20									
World History	10									
U.S. History	10									
American Government	5									
Social Science Elective course (PAG/Psych/Anthro)	5									
Driver Education	2.5									
Health/Safety	2.5									
Consumer Education	5									
Fine Arts (Music/Art/Drama) Music ☐ Art ☐ Drama ☐	10									
Foreign Language Class _____										
IWE/OWE (30 max.)										
Electives (70–95)										
	20									
Total	210/220									

Competencies Passed: English ☐ Writing ☐ Mathematics ☐

*Revise to match district requirements.

Copy 1: School Files
Copy 2: Teacher
Copy 3: Student

SAMPLE

Transcript Evaluation Form

Graduation Progress Chart for _____

English 30
to include 5 credits in Composition

Math 20

Science 20
to include 5 credits in Physical Science and 5 credits in Biological Science

Social Studies 35
to consist of the following
- U.S. History/ U.S. Geography (10)
- Government/ Civics (5)
- World Geography
- World History
- World Culture (15)
- Economics (5)

Life Skills 25
to consist of the following
- Consumer Education
- Employment Skills
- Family Living/ Parenting
- Health
- Life Skills Elective

Thinking/Study Skills 5

Computer Education 5

Fine Arts or Foreign Language 10

Physical Education 20

Electives 30

200 175 150 125 100 75 50 25

Mark box for each unit completed. Use space provided for class title.

SAMPLE

Reminder postcard to send to nonattending students

Front of card

Hope we'll see you when next week rolls around.

Back of card

Dear_____ :

I missed you this week! It's important that you keep your regular appointment time, but I know things happen that sometimes prevent that.

If you've got any problems or questions, please call me at

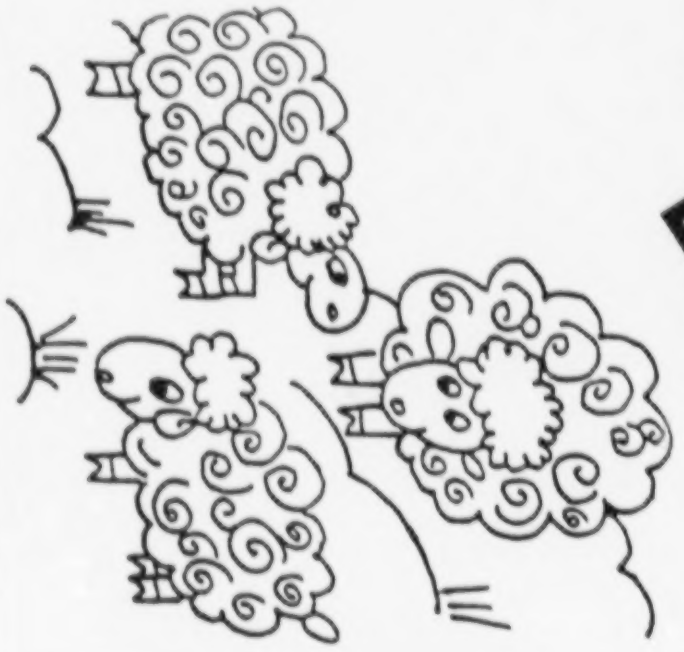
_____ .

See you next week!

SAMPLE

Reminder postcard to send to nonattending students

Front of card



We missed Ewe!

Back of card

Dear _____ :

I've missed you! I want you to succeed in school. Call me and let's talk things over. Let's find out how the Independent Study Program can work for you.

I'm waiting to hear from you. Call

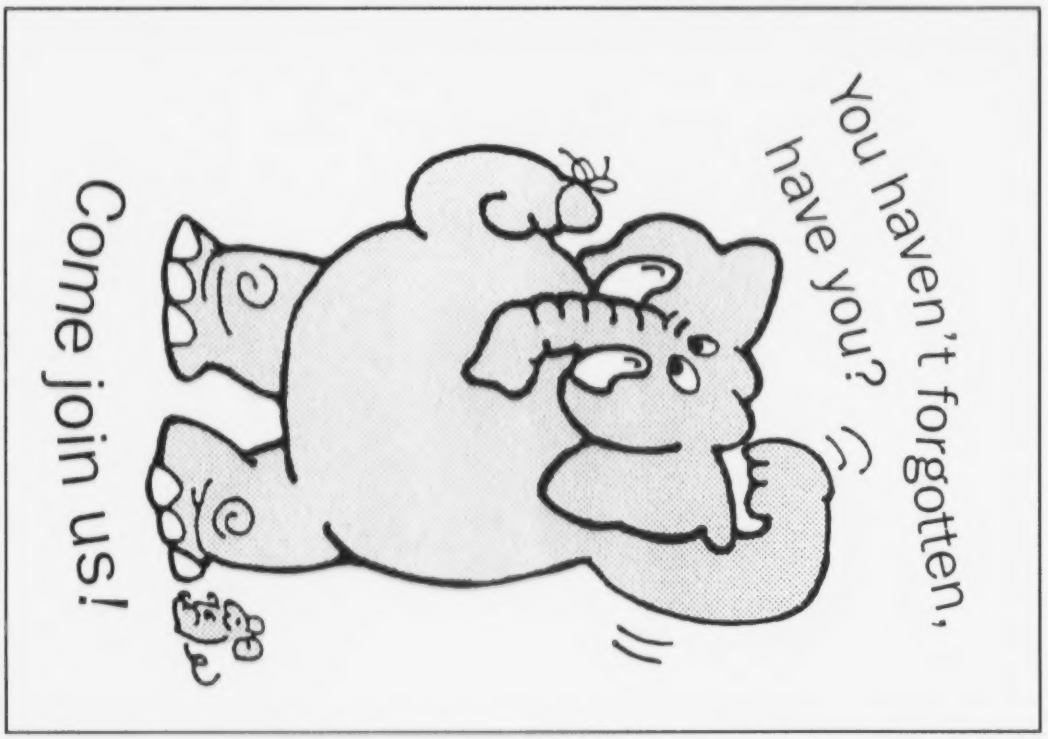
_____ .

See you next week!

SAMPLE

Reminder postcard to send to nonattending students

Front of card



Back of card

Dear _____:

I'm sorry I haven't seen you for three weeks. I have tried to contact you to see if I can help you with your assignments or if I can schedule you for a different time.

Please contact me at _____.

I hope to hear from you soon.

SAMPLE

Motivational postcard to send to students who deserve positive reinforcement

Front of card

Back of card blank for personal message from teacher

84

SAMPLE

Formal Noncompliance Student Letter

Memorandum **Date:**

To: _____

Subject: Warning Letter: Insufficient Academic Progress

When you were accepted for independent study, you were told that one of the strengths of the program was that you could work at your own pace. You were also informed that *adequate* progress was essential to continued enrollment at _____ (name of school).

We had determined that six (6) hours per week, per subject, is the minimum progress necessary to ensure academic growth and success. You entered _____ (School) on _____ (Date).

Review of your records indicates the following:

	Course	*Missed assignment*	*Deficient hours*	=	*Deficient days*
1.					
2.					
3.					
4.					
5.					
6.					
7.					

As you see, you are deficient _____ hours or more in one subject.

If you are to remain in high school, you must *satisfactorily* accomplish the work indicated in this memo by _____ (Two weeks from today.)

Failure to have the above completed on or before the date indicated will necessitate dropping you from the _____ (school).

Call _____ (teacher) immediately at (_____) _____-_____ if you cannot keep this appointment. Failure to contact your teacher or failure to keep you appointment on _____ will be considered as not having the necessary work completed.

_____ Teacher/Counselor

_____ Administrator

cc: Student Folder
Parent/Guardian

SAMPLE

Formal Noncompliance Letter

[ON YOUR LETTERHEAD]
NOTICE OF UNSATISFACTORY PROGRESS

Date:

[Parent/Guardian Name]
[Address]

Dear :

This is to inform you that your son/daughter, _____, has not met the minimum standards of Independent Study. If there is a problem we are not aware of, you should contact us immediately. Failure to report to the scheduled meetings and/or make progress in accordance with our signed agreement has put your son/daughter in jeopardy of being dropped from Independent Study and referred to another educational option to meet the requirements of the compulsory attendance law. Please contact _____ the instructor at (_____) _____-_____ or the Administrator of Independent Study as soon as possible to discuss this problem and to set up an appointment.

Thank you for your support and cooperation.

Sincerely,

[title]

cc: Student File

SAMPLE

Orientation Booklet Assignment

Below are possible assignments that could be included in an Orientation Assignment Packet:

- Unit on Study Skills
- Unit on Critical Thinking
- Autobiographical Essay—Writing Sample
- Sample Art Project (for example, a collage about student goals, "who I am," or major interests and skills)
- Personality Style Inventory
- A List of Goals for Graduation
- Goal-setting Activities, i.e., Time Lines
- Scheduling Your Time/Time Management Activities
- Library Skills Activities
- Prereading, Reading Comprehension Strategies
- Techniques on Preparing for a Test
- Steps to Writing a Report
- Physical Education Resources
- Basic Mathematics Assessment

An additional unit could be prepared for seniors to include:

- Graduation Information
- Career Information
- College Information
- Scholarship Information
- Postsecondary Vocational Training Resources (e.g., ROC/P, free training programs offered through Adult Education, STPA, PIC, Job Corps)

SAMPLE

Letters

Semester Letter One

Dear _____:

We have been reviewing the records of students attending _____ High School to determine which students will be allowed to continue in Independent Study.

You have been a successful student this semester. This has been demonstrated not only by your academic achievement but also by good attendance.

Congratulations on doing so well. We look forward to your continuing success at _____ High School.

Sincerely,

Principal

Semester Letter Two

Dear _____:

We have been reviewing the records of _____ High School students to determine which students will be allowed to continue in Independent Study.

You have been one of the outstanding students this semester. This has been demonstrated not only by good academic achievement but also by excellent attendance.

Congratulations on doing so well. We look forward to your continuing success at _____ High School.

Sincerely,

Principal

Semester Letter Three

Dear _____:

We have been reviewing the records of students attending _____ High School to determine which students will be allowed to continue in Independent Study.

Your academic progress and attendance have been acceptable but could be improved. By increasing the amount of homework you're completing each week and by making sure you attend your school appointment weekly, you will be able to increase the number of credits you are presently earning.

We look forward to your continuing at _____ High School.

Sincerely,

Principal

SAMPLE

Probationary Letter

Dear _____:

A review of your child's academic records for this quarter indicates that your child has had some problems meeting the expectations of _____ High School. As a result, he or she will be on probation for the next quarter of the school year. If attendance and/or academic achievement has not improved, an alternate placement will be made. Attached is a copy of the Agreement for Probationary Status. Please sign and have your child return it to his or her teacher at the next appointment.

If you have any questions or concerns, please contact our counselor.

Sincerely,

Principal

Attachment

SAMPLE

Agreement for Probationary Status

Please complete the form below, sign (if you are under 18, have your parent or guardian sign also) and return to your teacher.

I agree to the conditions below:

- I will meet with my teacher a minimum of once a week.
- I will earn at least five academic credits per month.
- I will do my assigned work.
- I understand that I am on probation until the end of the quarter.
- I will enroll in ROP, OWE, or IWE.
- I will attend the study skills class, beginning _____.

If I do not meet the conditions of enrollment and standards of independent study, I understand I will be placed in a more appropriate school program.

Student signature	Date	Parent or guardian signature	Date
Teacher signature	Date	Principal signature	Date

CHAPTER 7

Home Independent Study

Home independent study is a specific instructional strategy designed to assist parents who choose to educate their children at home or who travel for business or vacation and need to facilitate their children's continuing education. This form of independent study is fully subject to *Education Code* requirements. Children in independent study are enrolled as students of a public school.

A Parents as Part of the Team

Many parents do not want their children to enroll in schools that have large classes. The parents are afraid their child will "get lost in the shuffle" and not get the attention he or she needs. Many parents are concerned about the language, drugs, gangs, and negative influences at the schools. Other parents want to teach their children the basics in reading and mathematics so the children have a solid foundation and confidence about learning before going to school. Some parents want to work one-on-one with their child because of the child's personal or educational needs. Some students are bored in the classroom; at home they can cover the material at their own pace and explore their interests in greater depth. Some families that travel for business or vacation need to teach their children at the same time.

Independent study is offered to meet the unique personal and educational needs of those families who seek an established alternative instructional strategy. The student, parent, and supervising teacher contract as a team to facilitate this process. Because the structure, staffing, and curricular needs of home independent study students are unique, the following sections are devoted to that setting. However, all the legal mandates, guidelines, and recommendations in the rest of this manual apply to home independent study.

B Different Structures

The principal characteristic of this kind of independent study is the parent's assumption of a major responsibility in providing the student's educational program apart from the traditional school. The supervising teacher and support staff, such as paraprofessionals and instructional aides, work directly with the families. Possible approaches include the following:

1. Home-based instruction (the school staff go to the home on a regular basis)
2. Site-based study on a county or district school or community site (not a regular campus)
3. Computer-assisted instruction (students may attend daily for two to three hours—usually in grades seven and eight—and do the rest of the work at home)
4. Site-based study on an elementary campus (staff, parents, and students may use regular school resources, such as computer laboratories, media centers, guest speakers, field trips, and so on)

Education Code Section 51746 states in part:

> School districts and county offices of education offering independent study shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully and shall ensure the same access to all existing services and resources in the school in which the pupil is enrolled pursuant to Section 51748 as is available to all other pupils in the school.

C Staff Responsibilities

1. Although many different people may be responsible for the successful implementation of the student's educational program, a credentialed employee of the district or county office of education must take the responsibility to coordinate, evaluate, and provide the general supervision of the student's study (*Education Code* Section 51747.5).
2. Other involved staff could include paraprofessionals, instructional aides, school volunteers, and community agencies and staffs.
3. To provide the assistance parents need, the teacher and other support staff assume a variety of responsibilities, including:
   a. Assessing the student's level of education
   b. Determining the appropriate educational plan that includes all requirements
   c. Modifying the curriculum as necessary for the student's success in meeting grade-level goals and objectives
   d. Meeting with the parent and student at regularly scheduled times to assess progress
   e. Providing parent in-service/workshops
   f. Obtaining guest speakers
   g. Organizing educational field trips
   h. Administering state-, county-, and district-mandated tests
   i. Coordinating the use of county or district personnel

   (In 1992 the legislature included the following control language in the Budget Act [AB 979, Chapter 587, Statutes of 1992] regarding the recruitment of students for enrollment from outside the local area. This restriction is attached to Budget Item 6110-101-001—For local assistance—and is worded as follows:

   > 28. Notwithstanding any other provision of law, community school and independent study average daily attendance shall only be claimed by school districts and county superintendents of schools for pupils who officially reside in the county in which the apportionment claim is reported, or who officially reside in a county immediately adjacent to the county in which the apportionment is reported.)

D Policy Suggestions

In home independent study, each participant has a specific set of responsibilities designed to help reach the goal of educating the student. The following responsibilities are suggested.

1. The supervising teacher will:
   a. Be responsible for the written agreement for independent study.
   b. Assess the student's work, either orally or in written form.

c. Suggest reinforcement of content when needed or requested.
d. Assess the child's level of education, modifying the curriculum as necessary to meet district or county guidelines, and administer state- and district-mandated tests as required by the California Department of Education.
e. Inform parents of workshops that will enhance the teaching techniques of the parents.
f. Arrange educational field trips and visits from professional speakers on subjects in which parents and students express an interest.
g. Maintain records of credits for each subject earned by junior and senior high school students, based on work successfully completed.

2. Parents will:

a. Be committed to understand and use the independent study strategy appropriately.
b. Provide an appropriate environment for the student's study.
c. Participate with the supervising teacher in the development of the student's educational plan, including goals, objectives, and assignments. (While the supervising teacher is responsible for the educational design, the parent must be concerned about his or her role and the student's needs and interests.)
d. Along with the student, prepare a study schedule that incorporates family and educational responsibilities.
e. Facilitate and enable, as much as possible, the student's effective and successful study under the written agreement. This would include avoiding disturbances during study such as phone calls, TV watching, and conflicting family duties.
f. Supervise the student while following the plan as the student is working on assignments, making sure that the student's effort at least meets the minimum requirement set forth in the written agreement.
g. Take steps to ensure the timely submission to the supervising teacher of all student work, completed assignments, and accurate records that will be needed for the assessment of student progress and attendance accounting as specified in the written agreement in accordance with Chapter 8.
h. Participate supportively in the regularly scheduled supervising teacher-student meetings.
i. Under the direction of the supervising teacher and with the assistance of any other assigned school staff, participate in the student's instruction and assessment of learning and skills mastery. This may include the following:
   - Assuming responsibility for supplied textbooks, instructional materials and supplies, and equipment
   - Making intermediate assignments
   - Introducing curricular elements
   - Reinforcing learning
   - Promptly checking student work for errors, which the student should then correct and return
   - Undertaking other assigned tasks and duties
j. Pay for the costs of supplemental educational requirements and the replacement or repair costs of books, equipment, and other resources loaned to the family for the purposes of the agreement that are lost or damaged beyond normal wear and tear.
k. Provide any transportation required by the agreement.
l. Whenever possible, attend workshops that provide instruction and guidance that will make independent study a satisfying and beneficial experience for the participating child and parents.
m. Ensure the student's voluntary enrollment in and understanding of independent study and facilitate the student's transfer to traditional instruction when ready or when the student is unwilling to continue in independent study.

3. Students will:

a. Make regular, scheduled contact with the supervising teacher as specified in the written agreement, with parent participation.
b. Complete *at least* the assigned work by the due date.

c. Bring to the scheduled appointment with the supervising teacher all completed assignments that can be transported.
d. Make an effort to participate in pertinent public or private extracurricular activities, including social activities with other children and adults.
e. Be responsible for other tasks that may be required to fulfill the written agreement. (Especially for students in grades seven and eight, this may include keeping a daily journal of activities and work in progress on assignments.)

E Acceptance into Independent Study

Acceptance of students into home independent study requires evidence of the following:

1. A sincere desire of the parents to facilitate their child's education by following independent study guidelines
2. A positive relationship between parents and student
3. Understanding of independent study by all concerned
4. A positive attitude by both the parents and the student about independent study and its requirements
5. The parents' ability to supervise their child and participate in instruction
6. The parents' agreement to meet the requirements in the written agreement
7. The student's ability and willingness to work with limited supervision by a certificated teacher
8. Availability of certificated staff to supervise students' study effectively

Education Code Section 51746(b) provides that a district or county office may require that qualified personnel "assess the achievement, abilities, interests, aptitudes, and needs of participating pupils to determine each of the following:

(1) Whether full-time independent study is the most appropriate for the pupil being referred.

(2) If the answer to (1) is affirmative, the determination of the most appropriate individualized plan and resources to be made available to pupils enrolled in full-time independent study."

Key terms are defined as follows in the *California Code of Regulations, Title 5*, Section 11700 (selected items):

(a) "Independent Study" means an alternative to classroom instruction consistent with the district's course of study.

(b) "Type of program" means the "educational opportunities" as set out in *Education Code* Section 51745(a).

(f) "Supervising teacher" means the employee of the school district or county office of education who possesses a valid certification document and who has been assigned, in the written agreement, the responsibility for coordinating, evaluating and providing general supervision of a pupil's independent study pursuant to *Education Code* Section 51747.

(g) "Specific resources" may not be construed to exclude resources normally available to all pupils on the same terms and that they are normally available to all pupils, and shall be construed to include resources needed to achieve the objectives in the written agreement.

(h) "An optional educational alternative" means an uncoerced option that is an alternative to regular school attendance.

(i) "General supervision" means the supervising teacher's (1) continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of pupil progress for any pupil's independent study; and (2) review, on at least a monthly sampling basis, of determinations of the time values for apportionment purposes of each pupil's completed assignments.

Note also that *Education Code* section 51745 provides:

(c) No individual with exceptional needs, as defined in Section 56026, may participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.

(d) No temporarily disabled pupil may receive individual instruction pursuant to Section 48206.3 through independent study.

If a temporarily disabled pupil's parent or guardian and the district(s) agree, the pupil may receive instruction through independent study instead of

receiving the "home and hospital" instruction provided pursuant to *Education Code* Section 48206.3.

After reviewing all these considerations, the student, parent, and appropriate school staff should be able to assess whether independent study is the appropriate alternative for the student. Then formal acceptance can take place.

F Enrollment Procedures

Initial enrollment can be on an individual or group basis. The first appointment could include the following activities:

1. An overview of the independent study organization, activities, and resources
2. Initial student needs assessment (see Chapter 12 for suggestions)
3. Completion of enrollment forms and master agreements
4. Establishment of curriculum materials to be used
5. Explanation of students' and parents' requirements and responsibilities (see sample master agreements in Chapter 8)
6. Parents' acceptance of their responsibilities

G Additional Considerations

In considering whether home independent study is the appropriate instructional strategy for a child, the parents and supervising teacher would be wise to consider all of the following factors:

1. The child's need for social interaction.
2. Constant closeness between parent and child. Sometimes it is necessary to create a "breathing space" for both the parent and the child.
3. Disputes by those students who feel they know more than their parents. The parent-teacher role can create a tremendous strain on family relationships.
4. The parent's role requires the commitment of a large amount of time. See the list of parental responsibilities under Section D, "Policy Suggestions," in this chapter. Parents may not be trained in or have the ability to implement educational methodology and strategies.

Any parent can disenroll a child from independent study at any time. If a family cannot fulfill the attendance and conference requirements, the staff will assume that the family has chosen no longer to volunteer to be in the program. The staff then needs to help the parent find a more appropriate educational program (*Education Code* Section 51747(c)(7).

H Curriculum

Chapter 11, "Curriculum and Instruction," provides detailed information and curriculum samples for district and county curriculum development. Methodologies may vary from the complete integration of all subjects into topical studies to the individual presentation of each subject area. The types and variety of direct assistance, monitoring, and evaluation desired and necessary also vary with each student and family.

In negotiating the written agreement, the responsible school representative should focus on the student and the education which should be received via the regular school and classroom-based program. What goes *beyond* this philosophically and religiously is a private concern that may be viewed like after-school hours and weekend education of any student who is in regular attendance at school. The latter is of no concern to the school authority as long as it does not interfere with the student's ability to proceed with learning under an independent study agreement.

I Evaluation of Student's Progress

1. Some possible means of evaluating the student's progress include:
   a. Completed assignments
   b. Completed projects
   c. Demonstration of skills
   d. Written tests and reports
   e. Oral or written presentations
   f. Standardized national tests
   g. Competency tests
   h. Student's attitude toward learning and achievement

2. If the student appears to lack progress, other factors that influence learning need to be evaluated. For example:
   a. Are the parent and student prepared for the scheduled appointment?
   b. Is the student capable of benefiting from the strategy of independent study?
   c. Is the learning environment appropriate?
   d. Is the parent/student relationship enhancing the learning process?
3. The role of the teacher is critical to the success of home independent study. The teacher's observations, discussions with parents and students, and examinations of written work are the key to quality control. The teacher should give guidance and suggestions for improvement to all parents. These include instructional strategies, teaching methodology, and techniques for improving behavior and study skills.
4. Intensified monitoring should take place if a student is considered "at risk." Continual failure or lack of progress may be grounds for dropping a student from independent study. At that time the teacher might need to recommend return to the regular classroom or placement in a different alternative educational situation.

J Home Visits

If there is an indication that the family is not successful with home independent study, home visits might be appropriate to determine the nature of the problem and to seek solutions. The supervising teacher may visit the student at home for the purpose of assisting and enhancing the student's educational plan and evaluating the student's progress. Any of the parties concerned can ask questions, and solutions should take top priority. Visiting teachers should make notes of the visits, which will follow the student's progress throughout the school year. The frequency of the visits would be determined by the master agreement and could be adjusted as needed.

K Socialization Activities

Socialization is a concern for the staff and parents alike. It is suggested that students participate in youth groups or organized sports or other activities. Parents also need to function primarily in a parental (not teacher) role.

The school should provide opportunities for the students and parents to learn together. These events could take the form of field trips, workshops, computer laboratories, science fairs, guest speakers, school picnics, and more. Socialization activities should be planned to allow time for parents and children to meet separately with other families who use the home independent study strategy, and/or with other friends.

L Support Services and Supplies

Textbooks and all instructional materials that would be made available for classroom-based instruction must be supplied free to students. However, parents may be charged a fee to cover the costs of consumable items that are not normally related to classroom instruction. Each district and county office of education should establish its own guidelines consistent with Section 350 of the *California Code of Regulations, Title 5.*

Other resources that must be made available on the same basis as to classroom students include:

1. Counseling services
2. Student library
3. Parents' resource/supplementary teaching materials library
4. Health services as needed
5. Computers and educational software
6. Special opportunities for especially gifted and talented students
7. A periodic newsletter that contains information about upcoming activities, such as field trips and speakers, suggestions for teaching, reviews of previous activities, schedules of mandated testing dates, current parenting topics, and some showcasing of students' work (written material, artwork, or other display appropriate to the independent study subject)

School supplies that could be provided for each child at the beginning of the school year or at the start of home independent study, if provided to pupils in the classroom, may include:

1. A dictionary
2. Drawing paper
3. Lined paper for writing
4. Construction paper, assorted colors
5. Crayons
6. Pencils
7. A ruler
8. A bottle of glue
9. Others as specified in the student's educational plan

(The 1992-93 Budget Act [AB 979, Chapter 587, Statutes of 1992] restricts any allocation of school supplies or anything of value by the following control language for Budget Item 6110-101-001—For local assistance:

> 25. No local education agency may claim state funding for the independent study of a student, whether characterized as "home study" or otherwise, if the agency has provided any funds or other thing of value to the student or his parent or guardian that the agency does not provide to students who attend regular classes or to their parents or guardians.)

Some schools also lend items, such as microslide viewers, microscopes, computers, cassette players and cassettes, globes, maps, and mathematics manipulatives, to parents and students. School districts and county offices of education also have videotapes and films for checkout and a means of copying public domain computer software for families who have home computers.

M Procedures at Appointments

During a regularly scheduled appointment with the student and parent, the supervising teacher should:

1. Act to maintain a positive working relationship with the student and parent.
2. Review the student's work on the assignment given at the prior appointment to make two separate but related assessments:
   a. How much of the assignment was completed? (The teacher must assess the work by classroom standards and determine its value for attendance reporting purposes in units equal to full school days, as specified in Chapter 8.)
   b. What is the quality of the work? (Using the criteria set forth in the written agreement, the teacher will evaluate the work so as to be able to inform the student about its quality and academic merit.)
3. Make and discuss assignments for the next period of work.
4. Provide direct counsel, information, and instruction to the student and the parent as time allows.
5. Administer any required testing.
6. Review requirements and expectations for the next increment of student work and set the next appointment.

Following the appointment the supervising teacher should make the required computations regarding the student's completed assignments and record the results.

N Parent In-service Assistance

Assistance to parents may be provided as specified within a home independent study agreement or apart from the agreement, as may be feasible for a group of parents. Some forms of assistance at the initiative of the county office or district may be for groups, while others may be associated with parent initiatives. In most home independent study on the elementary level, the parent is a "teaching" parent who assumes significant responsibility for the implementation of the educational program.

Parent workshops, handbooks, and speaker programs are often vital to the success of the program. Some possible topics include, for example, how to do the following:

a. Develop learning centers.
b. Use the newspaper and television (including cable and educational television) to integrate the curriculum.
c. Use teacher manuals and resource guides.
d. Develop manipulatives, game boards, and games.
e. Assist students in developing science fair projects.
f. Organize appropriate field trips and integrate the experience into the daily work plan.

g. Complete independent study records, assignment sheets, and other necessary paperwork.
h. Make use of school district, county, and community resources. (A visit to the county media center might be appropriate.)
i. Network with other parents, possibly by visiting or planning field trips with other elementary programs (regular or independent study).
j. Integrate the subject matter curriculum.
k. Deal with the problems of youth (self-esteem, substance abuse, and other relevant topics).

When group in-service programs are not feasible, parents can share ideas and information in the following ways:

a. Parents tape activities and sessions of reading aloud and share the tapes with others.
b. Parents who live near each other can work together.
c. Parents make folders with ideas and exchange folders.
d. Parents make challenge boxes with a variety of questions and projects used during the year and pass them on for others to use.
e. Parents could develop a newsletter to mail to all families. The students could write articles and poems to include in the newsletter as well as draw cartoons, illustrate articles, and so on.
f. Parents could copy public domain computer software and share it when they no longer use the software.

Outside the agreement, parents can enhance their children's education by such activities as may be available, affordable, and appropriate to the child's growth, development, and education, such as private or tutorial instruction, instructional field trips, and other things that may be pursued.

Tips for Scheduling Parent-Teaching Time

1. Schedule time in a way that helps get work done, permits guilt-free recreational time, and improves efficiency.
2. Choose an appropriate place for the study, away from distractions.
   a. Set up an area with the proper tools: light, desk, dictionary, bookshelf, pencil, paper, bulletin board, and so on.
   b. Work away from the telephone or use an answering machine or voice mail.
   c. Arrange for the care or entertainment of preschool children.
3. Develop a long-range home study plan. For example:
   a. Divide long-range goals and schedule the completion of subgoals (for example, the long-range goal is to read a book and write a report; subgoals are to read Chapter 1 by Monday, Chapter 2 by Tuesday, and write a report on Friday).
   b. Plan ahead for vacation days, field trips, and so on, and adjust your time.
4. Follow these guidelines for scheduling time:
   a. Arrange tasks or lessons in order of importance to make sure the most important ones will be completed.
   b. Plan carefully to allow extra time for creative or time-consuming subjects (drawing, creative writing, and so on).
   c. Know what your child (and you) can and cannot do and schedule your time accordingly.
   d. Distribute time through short, daily study periods.
   e. Determine what time of day your child works best and plan the most demanding or creative subjects for that time.
   f. Start the day with something the child likes; reward hard work with enjoyable activities saved for last.
5. Be flexible and be able to adjust the schedule when an assignment takes longer than planned and you have limited time. For example:
   a. Do only the most important work and reschedule other work for a later time.
   b. Study material thoroughly to see if there is another way to present the material more quickly but still maintain the quality of the work.

6. Consider the other responsibilities of your day before scheduling, such as hours spent with other family members, a job, housekeeping, recreation, relaxation, exercise, and so on. Then fill in the weekly schedule to include time for other responsibilities as well as the required supervision of the student's study.

P Suggestions for Parents' Daily Lesson Planning

1. Before beginning the work covered by the agreement, examine all books and materials. Become familiar with the teaching aids found at various places in the books.
2. Review the assignments thoroughly in the first group of lessons and plan the work to be covered for the first day and each day of the week.
3. Before beginning instruction each day, plan ahead for each subject. It takes careful planning (and hard work) to keep a child's interest. The most successful days result from careful planning and a careful review of the materials before they are assigned to the student.
4. The attitude and manner in which you approach the schoolwork for the day is very important. Your attitude will set the tone for the day.
5. Young children respond well to activities involving physical or bodily movement and the use of tools; maturing children respond to problem-solving activities and enjoy sharing the activities of people around them.
6. Capitalize on your knowledge of the child's interests and base the introduction of new ideas and activities on those interests. When the child sees or experiences the relationship of a new idea and his or her interests, the child will be more eager to learn that new idea or concept and will retain it for a longer period of time.
7. Since you are in the unique position of knowing in detail the needs and strengths of your child, make adjustments in instruction as necessary. Slow down the pace if the child has some problem in grasping a concept, or expand on an idea that the child understands quickly. Be sure to explain to a child why it is necessary to learn a subject or concept.
8. Communication is important. A meeting time should be set aside within the daily schedule to discuss the good things of the school day, ways to improve the upcoming lessons, responsibilities, future plans, and any other ideas or problems. This practice encourages the development of oral language, problem solving, and critical thinking skills, among others. You, in the parent role, should merely guide the discussion during these meeting times, talking only when necessary.

Q Pupil Evaluation and Assessment

Pupil evaluation and assessment requirements are the same as those for any other pupil on independent study at the grade level at which the home study pupil is enrolled—and the requirements for independent study are the same as those for the regular classroom-based instruction. Independent study is an optional alternative instructional strategy, not an alternative curriculum (see *Education Code* Section 51745(a), and the definition in the *California Code of Regulations, Title 5,* Section 11700(a) in Appendix A).

Pupil evaluation for home independent study should be similar, if not equivalent or identical, to the periodic, ongoing, and annual evaluation and assessment procedures applicable to all other pupils enrolled in the district or county office schools. Exceptions or modifications would be justified on the same grounds and by the same process that would apply in the regular school situation.

CHAPTER 8

Attendance Accounting and the Audit Trail

Full-time and part-time independent study does not permit any attendance to be claimed until the student agrees to the study objectives (the master agreement must be dated and signed in advance by all the required participants). Work toward the objectives may meet compulsory attendance requirements if the independent study is generally equivalent to classroom and homework assignments that might have been given to that student if he or she had been in classroom instruction.

The independent study student's supervising teacher determines the time value of any completed assignments (*Education Code* Section 51747.5). When making this determination, the teacher must consider each student individually. Students who are highly skilled should be expected to do more than others who are less able. Teachers can and should adjust the assignments accordingly. Therefore, both the high and the low achiever can be credited with the same apportionment, or days of attendance, credit for different amounts and types of completed assignments. For example, two students could be expected to read a history chapter, with one student completing a written assignment and another turning in a diorama that depicts an important event in that chapter instead of, or in addition to, the written work. Both of those students might receive the same apportionment credit.

A Attendance Credit Based on Accomplishment Only

The only item that counts for independent study attendance credit is evaluated *work* that was completed and submitted by the due dates established in the written agreement. When the student submits or demonstrates the evidence of work accomplished in the achievement of set objectives, the teacher credits

the student with attendance. *No credit for attendance may be reported for ADA purposes until the work is done.* Again, a student's presence at a scheduled independent study appointment does not count for "seat-time attendance" as the student's presence does in a classroom. When a student is learning or otherwise actively engaged in anything related to his or her attainment of the objectives of the signed written agreement—such as taking a test, discussing or correcting an assignment, viewing pertinent videotapes, listening to audiotapes, or working on a computer—the time may be counted for attendance purposes on the basis of the *accomplishment,* not of the student's physical presence per se (*Education Code* Section 51747(a) and (c)(6)).

B Combination of Classroom and Independent Study

When a student's program consists of part classroom-based study (such as study at a comprehensive high school) and part independent study, attendance for the latter must be recorded in a separate register (*California Code of Regulations, Title 5,* Section 11703(b)(4)). District or county office procedures must prevent the claiming of any combination of classroom and independent study attendance credits that would exceed one day of apportionment credit per day of instruction in the school's calendar (*Education Code* Section 46300(e)).

Examples of a combination program include (1) when a high school student in independent study needs to take a course that is not offered through independent study, such as a laboratory science; or (2) when a graduating senior needs a course that cannot be included in the schedule in a classroom instructional mode but can be taken through independent study.

The combination of independent study and classroom study to make up a day of attendance creates an administrative challenge when both must be counted to total at least a minimum day of attendance credit. When a student is enrolled predominantly in independent study, attendance accounting will be more manageable in most instances if a course that is taught in a classroom situation is handled as student study and the resulting accomplishments are recorded as part of independent study, thus avoiding dual recording and reporting. The written agreements and related records of completed independent study work must be available for audits of independent study.

Remember: Only one apportionment day may be taken for each instructional day (*Education Code* Section 46300(e)). Apportionment earned through a student's enrollment in a Regional Occupational Center or Program or an adult education school is treated separately.

C Beyond Minimum Day Requirements

Because independent study is an alternative instructional strategy, not a separate categorical program, state funding for it per unit of ADA (average daily attendance) depends on the student's underlying enrollment category.

- Attendance for students enrolled in continuation, summer school or summer school-funded, or adult classes is accounted *in hours.* For reporting purposes, continuation and adult education have statutorily specified, three-hour "day of attendance" conversion factors—but no minimum day. Summer school classes have no statutory "day" of any sort. If the teacher's determination of the total value of the partially completed work for an independent study assignment covering several hours results in a fraction of an hour in addition to the total of whole hours, the fraction must simply be dropped for apportionment purposes.
- Attendance in regular or special education K–12 classes (including opportunity and county community and juvenile court classes) is accounted for apportionment purposes *in whole days;* no attendance credit for any given school day may be claimed for an independent study student enrolled in one of these classes unless the student has completed an amount of work for that day that is sufficient, in the teacher's judgment, to constitute at least the minimum day applicable to that student. For students in these classes, then, any fraction of a minimum day must be dropped for apportionment purposes as the last step in teacher determinations of total time values.

For independent study students in regular K–12 classes, it is important not to run a bare minimum day program. All students at a grade level should be

assigned a full day's worth of work. To do otherwise with elementary students is simply to shortchange and disadvantage them with regard to their readiness for future schooling. High school students routinely given minimum day assignments cannot earn enough academic credit in four years to qualify for graduation. *Education Code* Section 46100 provides that "the governing board of each school district shall, subject to [specific minimum day requirements], fix the length of the schoolday for the several grades and classes of the schools maintained by the district." *Education Code* Section 48200 provides in part that students subject to compulsory public education "shall attend . . . school . . . for the full time designated as the length of the schoolday by the governing board of the school district. . . ." The day reflected in independent study assignments in a given district should accordingly be the same as that for students in the district's classroom program, grade by grade (and class by class, for example, in continuation classes, which typically have a 20-hour week, though only 15 may be claimed for apportionments).

D Contrasts Between Academic Credit and Attendance Credit

Confusion between attendance credit and academic credit must be avoided. Attendance credit, as reported by the school district or county office in average daily attendance (ADA) units or, for some programs, in hours, generates an apportionment of revenue for that district or county office. The credit is based on minimum requirements for a student's presence in school or the equivalent in study effort. Academic credit is based on academic achievement, assessed in terms of competency or knowledge and skills achieved and demonstrated according to criteria that have been determined in advance. Although both are called credit, attendance credit leads to apportionment or revenue for the district or county office, and a student's academic credit leads to a record of progress or promotion toward high school graduation requirements.

E "Banking" and Retroactive Attendance Not Allowed

*"Banking" of independent study attendance credit for apportionments is not in compliance with the law and is not allowed (*Education Code *Section 46300(e)).*

Note that continuation, whose classroom study may "catch up" though not "get ahead" in terms of apportionment attendance, and adult education, which effectively has no per student limit on daily attendance credit for its classroom instruction students, are both limited to three hours of credit per school calendar day for their independent study students—and *late independent study work may never be credited against earlier assignment periods.* (The three-hour-per-day limit has no logical application, however, to summer school classes, which have no "day" to use in making the necessary calculation.)

Any student who desires and can do more than the required work should be encouraged. A student who turns in completed assignments representing more attendance days in a reporting period than the number of school days in that period *does not earn any surplus or "bankable" attendance credit* usable in the future or applicable against past absences. The "extra" days may not be used to offset a period in which the student is not as productive.

However, the student may and should be awarded *academic credit* for those additional completed assignments. Students should be able to earn additional academic units or credit and receive positive reinforcement for their effort.

Attendance credit is not applicable retroactively. In other words, attendance credit for the current time period—the period since the last due date—should not be applied to a previous assignment period. Any use of attendance credit earned in a current period to convert past absences will be viewed by an auditor as an abuse. ADA calculated on the basis of retroactive credit should be expected to lead to an audit exception and repayment of any apportionment revenue based on the retroactive credit.

There are no excused absences in independent study. Illness or medical emergencies would be "excused" absences for traditional classroom-based students. The principles of excused and unexcused absences do *not* apply because the student may do the work at any time during any day of the week and because the student's presence is not the basis for attendance credit.

A student in a classroom program may be given "make-up" work for academic purposes, but the make-up work does not count for attendance credit. Similarly, the independent study student may be given make-up assignments for academic records but not for attendance records that apply to periods before the one in process.

F Computation of Attendance Credit

The computation of ADA is made on the basis of the student's "product" (study or academic work), assessed by a competent certificated employee of the district (*Education Code* Section 51747.5). The qualified employee periodically assesses the student's work and assigns to it a value in time (hours or days, as appropriate).

For ADA accounting purposes, it is neither necessary nor appropriate to identify *when* the student studies. No one—student, parent, teacher, nor auditor—need be concerned with when the work was accomplished (i.e., what time of day or which day of the week) or the amount of work done on any particular school day in the school calendar—provided it is completed by the due date for the assignment.

If there were five school days in a particular week, and a comprehensive high school student did at least five *minimum* days worth of work, the supervising teacher could record attendance for five days. Academic credit would be determined as a separate matter.

Another provision of the extensive 1989 revisions of the independent study laws that directly impact apportionments is *Education Code* Section 51745.6 (see Appendix A). Note that the computation of the limit on the teacher-to-ADA ratio is to be made in connection with the preparation of the "P-2" report of ADA. Estimates of the limits should be made at the start of the school year so that, by planning, the district can avoid the unwanted consequences of lost revenue. Assistance in making this computation and estimates may be obtained from the Education Finance Division, California Department of Education, telephone (916) 327-0857.

All attendance accounting systems proposed for use in independent study must be approved individually by the California Department of Education (*Education Code* Section 44809). Contact the Education Finance Division, (916) 327-0857.

G Completed Educational Activities and ADA

Through independent study a student substitutes completed study for regular classroom attendance. Completed study may mean a written assignment for one student, art projects for another, and tape-recorded commentaries by yet another. Before attendance credit can be issued, a student should demonstrate completed work. The supervising certificated teacher must approve in advance, after discussion with the student, the variety of methods that can be used to demonstrate completed work. The teacher must keep samples of the original work and make sure the samples reasonably reflect the total scope of work assignments (*California Code of Regulations, Title 5,* Section 11700(i)(2)). Therefore, a student's tests should not be kept as the only representatives of the student's total scope of work.

The student does *not* have to complete all the work assignments in a given course to earn attendance credit. A student who does not complete an entire course can earn apportionment credit in whole-day or whole-hour increments based on the extent to which the agreement has been completed. For example, if a student completed one-half the amount of work required for a five-unit elective agreement, then decided to drop the course, the student could be granted the appropriate number of apportionment days or hours and 2.5 academic credits.

The time value, for apportionment purposes, of work completed by each independent study pupil or student shall be determined by an employee of the district or county office of education who possesses a valid certificate (see Appendix A, *Education Code* Section 51747.5).

H Teacher's Record

The teacher's record is the positive attendance record of apportionment credit for ADA. The teacher should have a record for each student he or she supervises. After each assignment due date and meeting with the student, the teacher records the days or hours completed. This record is used instead of a student's classroom attendance to generate ADA when the credit is transferred to approved attendance accounting systems. *The attendance report that goes to the attendance office accounts for full days or hours only.*

The teacher's record *also* should be a record of academic credit that the student has earned and show a *grade or pass/fail rating.* The record is to be *kept for a minimum of three years.* (Examples are at the end of this chapter.)

I Attendance Reports

The attendance earned in independent study is reported on form J-18/19 in the proper category for that student's enrollment. The amount of the total ADA that was earned through full-time independent study is also reported separately on these forms.

J Temporarily Disabled Pupils

Education Code Section 51745(d) prohibits a temporarily disabled pupil from receiving individual instruction pursuant to *Education Code* Section 48206.3 through independent study. *Education Code* Section 48206.3 permits a school district to claim one *day* of ADA credit, to a limit of five in a five-day week, for each *hour* of individual instruction provided to a pupil who is in a hospital in the district or who is confined to his or her home because of a temporary ailment. This home and hospital instruction may *not* be provided through independent study. If the temporarily disabled pupil's parents and the school district(s) agree, however, the pupil may receive instruction through independent study *instead of* "home and hospital" instruction. The normal independent study rules apply for such a pupil. (Note: If a pupil is in a hospital located in a different school district from the one in which the pupil's home is located, there must be an interdistrict transfer agreement if the home district is to provide the independent study instruction.)

K Suspended or Expelled Students

Independent study is an alternative to classroom instruction. Students who are excluded from classroom instruction in a school district—who have been suspended or expelled—are thereby excluded from independent study as well. No ADA credit may be claimed for either classroom attendance *or* independent study by suspended/expelled students during the duration of their suspensions/expulsions. Students whose expulsions are being held in abeyance pursuant to *Education Code* Section 48917 and who have been referred to specified settings in lieu of expulsion, pursuant to that section may generate ADA credit through independent study *only* if they are also given at least one classroom instruction option. See *Education Code* Section 51747(c)(7), as amended by Chapter 759, Statutes of 1992, in Appendix A.

L Continuation School Students on Independent Study

Education Code Section 51745(b) states: "Not more than 10 percent of the pupils participating in an opportunity school or program, or a continuation high school, . . . shall be eligible for apportionment credit for independent study." Attendance must be kept in separate books and reported separately from the other independent study attendance. For example, if a district has Continuation School A at 100 ADA and Continuation School B at 150 ADA, School A may have 10 ADA for independent study and School B may have 15 ADA. School A may not exceed 10 ADA even if School B does not have any independent study. Eligibility is based only on that continuation school's ADA, not the ADA for all the continuation schools in the district.

M Summer School

Independent study instructional techniques may be used for summer school programs and programs for which summer school funding is possible, as set out in the *Education Code* (sections 37252, 41976.5,

42239, 42239.5, 42239.6, 51730, 51731) and in the annual Budget Act.

The attendance reported for a student enrolled in summer school through independent study is a part of the total number of summer school hours reported by the district.

N Work Assignments and Records

A signed and dated master agreement that contains all the necessary components is the first link in the audit trail. The next is a representative sample of the student's regular work assignments. These assignments are the instructional activities that each student completes on a regular basis. The assignments and their role in the apportionment process were discussed at length in Section G of this chapter. The sample work assignments need to be kept with the master agreement for a minimum of three years. (See the *California Code of Regulations, Title 5,* Section 16026.)

The student's assignment and work record report is a description or summary of the student's completed work assignments. This report is a supplement to the teacher's record and usually shows the date the assignments were given and completed as well as the teacher's evaluation of each assignment. Sometimes other indications of the extent or quality of a student's performance are included (e.g., if the student put in extra effort on a project, that fact could be recorded). Students' assignment and work records must be kept for a minimum of three school years, usually with the master agreement. In some programs the student's work is stapled with the completed master agreement to make the accumulation of audit materials easier. Examples of students' work records are found at the end of this chapter.

The assignment and work record should include a due date, which is the date after which the teacher will not give credit for attendance apportionment. If a student is not able to attend by that date because of illness or extenuating circumstances, a responsible person (e.g., a parent) could take the student's completed work to the teacher. A due date must not exceed a reasonable amount of time. Auditors will focus on actual practice, not formal due dates that are ignored in practice.

The district's certified public accountant or State Controller's or other state agency auditors may ask to see samples of a student's work. However, these auditors are not educators and generally are not competent to make educational judgments or evaluations about the work samples, although the auditors may certainly identify obvious abuse. Similarly, the quantity of the student's work samples usually cannot be assessed by an auditor as an indication of program quality or even of the student's effort. Auditors should be expected to view work samples only as an indicator of the validity of the claims to attendance credit.

Files of students' work samples, not exclusively students' tests, should contain only material that is essential to the audit trail. Samples are especially useful if the learning activity has been an atypical one. Photographs can be good documentation, in place of actual work samples, for large projects, for example, to show the work done by a student who built a room addition, did auto body repair, or sewed gowns worn in a wedding.

O Master Agreements Defined

The basic document for apportionments based on independent study in place of school attendance is the *master agreement.* The written agreement for independent study is any document that serves as authorization to substitute the student's performance or study for the student's presence in a classroom. In the past the master agreement was often referred to as the independent study contract. The use of the latter term has been discontinued to make clear that the document required for independent study must be consistent with the state regulations governing independent study pursuant to *Education Code* Section 51747(c)(1) through (8).

Master written agreements indicate that all the parties involved—the student, his or her parent or legal guardian if the student is a minor, and the certificated person who is directly responsible for the student—agree that independent study will be the delivery system used for the student's education for a specific period. The master agreement must include all the components required by *Education Code* Section 51747(c) and the *California Code of*

Regulations, Title 5, Section 11702, to be valid. (See "Requirements for a Master Agreement" in Section Q of this chapter.)

Some districts require written agreements for each specific subject area or course that the student takes. These agreements are used in addition to the master written agreements. When individual agreements are used in conjunction with a master agreement, it is good practice to restate all the components (duration, time and place of meeting, and so on). See *Education Code* Section 51747(c) as amended by Chapter 759, Statutes of 1992, and *California Code of Regulations, Title 5,* Section 11702, in Appendix A.

The purpose of having multiple documents is to make very clear to all the parties involved, including the auditors, exactly what the student will be required to do for credits to be awarded and apportionment days to be claimed. It is important that the master agreement be written in "user friendly" language so that even the younger student can understand all the responsibilities.

P Standard Written Agreements

The kind of agreement that may be appropriate for a particular student may be different from the kind that may apply to students in other categories. Agreements depend on the student's grade level, maturity, and academic capability, the amount of instructional assistance and counseling the student needs, the quality of mentor assistance from parents and others, and many other factors. There may be differences in characteristics or variations in the basic model adopted for each group of students identified in Chapter 3 when independent study is approved by a district or county office governing board.

Standard agreements include, but are not limited to, the following:

1. *Standard course of study.* The standard course agreement is designed for regular required and elective courses offered in the school curriculum. The agreement contains course goals and objectives that follow state and local guidelines. In many instances the agreement is a close substitute for classroom study in a different setting.
2. *Tutorial assistance.* The tutorial agreement may be designed and used for students who want help in preparing for a special district-approved objective by means of individual tutoring, small-group instruction, or individual exercises and assignments. Such assistance might be beneficial in preparing nongraduate students for the California High School Proficiency Examination (CHSPE) or the General Educational Development (GED) examination.
3. *Advanced schooling.* The advanced schooling agreement accommodates and encourages students with special skills, abilities, talents, gifts, interests, and experiences by the agreement's design and implementation of the students' own plans for meeting academic and attendance requirements. This kind of student often needs and can handle advanced study in a number of areas of the curriculum as well as in the identified special area.
4. *Home study.* The home study agreement may be used to provide public school direction and support to families who are committed to participating actively in the education of their own children. The teacher, parent, and student (when appropriate) work as partners in designing and implementing an educational plan. The specific roles of the parent, teacher, and other responsible person differ from case to case depending on what and how much each person can contribute to the implementation plan. However, the certificated employee of the district is responsible to coordinate, evaluate, and generally supervise the independent study (*Education Code* Section 51747.5). Usually, the parent provides the direct daily individualized instruction and educational activities under the home study agreement. Any curriculum content not consistent with the board-adopted curriculum must be kept apart from the scope of the agreement (see Chapter 7 for more information on home study).
5. *Travel experience.* An agreement may provide for continuing education by means of independent study while the student is traveling. This kind of agreement recognizes the educational values that can be associated with travel. *The agreement must be planned, written, and signed*

before the start of the travel and may not be applied retroactively as make-up work. The maximum apportionment credit that can be earned is limited to the number of school calendar days during the period covered by the agreement.

6. *Special courses.* The agreement may accommodate a set of one or more courses or categories of study especially designed to meet the student's educational needs.
7. *Experience-Based Career Education (EBCE).* The EBCE model may be used for attaining *academic* credit. Developed by the Far West and the Northwest Regional Laboratories, EBCE is appropriate for secondary and postsecondary independent study students. EBCE students spend a major portion of their time on learning projects in the community. Activities are tailored to the individual student's needs, abilities, learning styles, and goals. Students are guided in their learning by ongoing relationships with working adults in laboratories, offices, factories, shops, hospitals, schools, courtrooms, studios, or wherever careers are practiced. Academic credit is awarded on the basis of a contractual agreement among student, teacher, and community mentor. For more information contact the National Society for Internships and Experiential Education (NSIEE), care of the Office of Field Studies Development, University of California, Los Angeles, 405 Hilgard Avenue, Los Angeles, CA 90025-1514; telephone (310) 825-7867.

   Another community-based program is City-as-School, a program designed to link students with a variety of learning experiences throughout the community. Students spend time at business, civic, cultural, or political organizations. The program is unique in that students receive academic credit for each community-based learning experience they complete successfully. For further information contact City-as-School, 16 Clarkson Street, New York, NY 10014; (212) 691-7801 or (212) 645-6121.
8. *Part-time independent study.* See Section B of this chapter.

Sample agreements are included at the end of this chapter.

Q Requirements for a Master Agreement

A *master agreement* must meet all of the following requirements for an independent study written agreement prepared in compliance with *Education Code* Section 51747(c) and the *California Code of Regulations, Title 5,* Section 11702.

The document or form must:

1. Provide for the signatures of:
   - Pupil/student
   - Parent/guardian, unless the student is 18 or older or officially emancipated
   - Certificated person responsible for supervising the student's independent study; i.e., the supervising teacher (*California Code of Regulations, Title 5,* Section 11700[f])
   - Any other persons who have direct responsibility for providing assistance to the pupil/student

   Note: If the principal's or other administrator's signature is required by local policy or rule, it must be separate from the "other." If an administrator accepts direct responsibility for providing assistance to the student, he or she would, of course, sign as an "other person directly responsible."
2. Include the following items or provide for them by direct "linkage" through the use of such language as "The following items shall be determined for each course on the contract, and the course contract will be part of this agreement."
   a. The specific details of arrangements for student reporting on progress on assignments, including the following:
      - Manner of reporting (e.g., meeting with the teacher)
      - Frequency of meetings (e.g., daily, weekly, biweekly)
      - Time of the event (e.g., 9 a.m., 4 p.m.)
      - Place of reporting (e.g., a particular room)

   b. The title and statement (description) of the major objectives of the course of study covered or, for elementary school, the study assignment

Note: If the course or study task is clearly identified in an official district document such as a catalog of approved courses, the use of a brief title from that document will meet this requirement. The form may be designed to make reference to such a document as part of its language. In any event, the form should provide for full understanding of the objective(s) by all parties to the agreement, especially the student and parent/guardian.

c. The methods of study for the pupil's work identified by the stated objective(s) (This is a new requirement added to *Education Code* Section 51747[c][2] by AB 1248 [Chapter 759, Statutes of 1992].)

d. The specific resources, including materials and personnel, to be made available by the school/district to the student

Note: Provision for a list or description of resources by use of symbols must include a clear reference to a readily available source document that specifies the details and that can be easily understood by the student and parents. It should provide enough space to list a textbook and/or other books, instructional materials and supplies, and designate resource persons in a manner and to the extent that is comparable to whatever is made available to a student in a classroom of the school.

e. The evaluation method (or methods) to be used by the teacher to assess or measure the student's progress toward the agreement's objective(s)

Note: Although it is acceptable for the form to list some options which can be checked, there should be space for written comments and evidence that it will be possible for this section of the agreement to be adapted appropriately to the particular objectives, assignments, and student needs.

f. A clear indication of:

- The maximum length of time, in days or weeks, allowed between the assignment and the completion of the assignment by the student
- The number of missed assignments that will initiate an evaluation of whether or not the student should remain in independent study

g. The duration of the agreement, including the beginning and ending dates for the pupil's participation—a period not to exceed a semester or a half year for a year-round school (This item was amended in 1992 to specify beginning and ending dates.)

h. For study by courses, the number of course credits to be earned by the student if the objective is reached

For study apart from courses, a statement of the accomplishment with which the student will be credited when the objective is reached

i. A statement that independent study is an optional educational alternative in which no pupil/student may be required to participate; and, in the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48917, the agreement shall also include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

(R) Signature Considerations on Agreements

1. If an elementary independent study student is not yet able to write his or her name, the parent or guardian may supply the child's "signature" provided the responsible school representative is sure that the child is indeed willing and ready to proceed with education in the manner to which the parent or guardian has agreed.
2. When an independent study agreement is prepared for a student who is an emancipated minor or who is an adult, evidence of that fact should be made a part of the official record. The parent's or guardian's signature is not required.

3. If another person has direct responsibility to provide instructional assistance to the student, that person also should sign the agreement. Examples of such persons include the following:
   a. The trained and capable paraprofessional who performs one-on-one tutorial instruction
   b. The nonparent family member or parent substitute who will take the time and make the effort to provide needed assistance, guidance, encouragement, and supervision in cooperation with the responsible supervising teacher
   c. The retired teacher who, as a volunteer or paid employee, performs certain essential functions or services in instruction and counseling
   d. The concerned friend or neighbor who undertakes to provide encouragement and structure required for the student's success
   e. The employer or designated person at a work site or internship location who accepts essential responsibilities
   f. A community person who volunteers his or her expertise to give direction for a student's field experience
   g. The librarian or other responsible adult who accepts certain supervisory or surveillance responsibilities essential to the agreement
   h. The sports club employee or playground coach who accepts responsibility for direct instruction and supervision for physical education under the general supervision of the responsible teacher
   i. The parole officer or other official whose cooperation and participation is essential to the success of the plan
   j. Others as needed and available locally

Any agreement that does provide for these important roles and does not have the person's signature is defective.

S Manner and Frequency of Appointments

Although many people believe that either the law or the regulations require a *weekly* appointment, that assumption is false. The requirements are for planned and scheduled reporting on the student's progress, and for contact as specified in the agreement (time, manner, frequency, and place for submitting assignments) (*Education Code* Section 51747 and *California Code of Regulations, Title 5*, Section 11702(b)(1)). Appointments should be set on an individualized basis according to each student's needs for the following reasons:

1. A student may need meetings that occur more frequently than once a week. Some, especially younger students, may need daily contact with the responsible teacher and various amounts of time—some more and some less than one hour.
2. A student may be traveling or at a temporary location too far from school to come in for a face-to-face appointment with the responsible teacher.
3. There may be seasonal conditions, such as impassable or dangerous roads, that constrain or prevent travel.
4. A student may live in a rural or mountainous area that is so far from school that regular weekly travel is an unrealistic expectation and may be impossible.

Acceptable substitutes for a periodic face-to-face meeting include the following:

- Writing letters and submitting material by mail with evaluation taking place in face-to-face meetings
- Reporting by use of cassette tape-recorded messages
- Communicating by telephone to clarify assignments, discuss projects, or offer advice

These contacts also need to be made on a regularly scheduled basis. A *weekly* face-to-face student-teacher meeting for a minimum of one hour is a workable model for many schools. In many cases students report to a designated study center for several hours or days each week to ensure their success. Do not replace weekly appointments with another arrangement without carefully considering the desired results in teacher and student accountability and the student's achievement and welfare. *It is critical to provide the student with the amount and kind of contact with the certificated teacher that best fits the student's needs.* If the student's need is extensive, the

student should probably be returned to a classroom environment with daily attendance and productivity required.

T Methods of Evaluation

The student, parent (when appropriate), and teacher should think about, discuss, and together agree on the methods to use in evaluating the student's work. The methods should be appropriate and effective for the teacher to determine whether the student achieved the general or course objectives as a whole and the objectives for each assignment, as required by *Education Code* Section 51747(c)(2). It is important for the student and the parent or guardian to understand in advance how the teacher will determine and measure the student's progress. Teachers should record their evaluations on a student's assignment and work form (see samples at the end of chapter.) The determination of attendance credit should be recorded in the official register or its computerized equivalent.

U Determination of Credits

High school students. A statement of the number of course credits to be earned on completion of the agreement applies directly to a high school-level curriculum (*Education Code* Section 51747[c][6]). For students enrolled in a program that is divided into courses (e.g., Algebra 1 or United States History), the master agreement must clearly indicate how many course credits will be earned by the student on attaining the objectives.

Elementary students. At the elementary level the "number of course credits to be earned" means the curricular units, however they may be described, with which the student will be credited on completion of the agreement. For example, for a full-time grade one program covering the first month of the grade, the agreement might state, "On completion of the learning which reaches the objectives stated in the agreement, *(name of student)* will be credited with having completed the first month of grade one." The intent should be a clear, mutual understanding of what kind and amount of academic credit will be earned on completion of the effort that accomplished the objectives (*Education Code* Section 51747[c][6]).

V Records of Students and Students' Credits

The *California Code of Regulations, Title 5,* Section 11703(b) states:

> Records shall include but not be limited to . . . (3) A list of students who have participated that *shows credits attempted by and awarded to each pupil per agreement.* (emphasis added)

Auditors and program monitors can be expected to ask for and look at such a list for each year of the existence of independent study.

The student's transcript is a permanent record (*California Code of Regulations, Title 5,* Section 16023(c)(2)) of each student enrolled in a public school (called a California Guidance Report in some districts). The transcript must include the *subjects* attempted as well as the *grades* and *credits*, when applicable, earned by the student. The audit trail for the transcript is found in the teacher's record.

W CBEDS Data Collection

In October, 1990, the California Basic Educational Data System (CBEDS) added new sections for reporting district and school information and data about independent study students. At the district level a new section on independent study was added in response to the mandate in *Education Code* Section 51749 (see Appendix A). At the school level a new section on "alternative school/programs" requests data on the number of programs per school and the enrollment in those programs by categories. (See sample of the CBEDS questionnaire at the end of this chapter.)

X Findings from ADA Audits by State Controller's Office

Below are some areas of concern that were noted during some ADA audits by the State Controller's Office.

A. Not using separate Registers/Attendance Records

B. Not using Positive Attendance Accounting

C. Not properly reporting ADA on the appropriate line of the J-19 form

D. Records of work completed that did not match student's date of attendance

E. Crediting a student with more than the allowable apportionment per day/ week/month

F. Claiming ADA for students on independent study who were also on some form of suspension or who were expelled during the period for which ADA was claimed

G. Claiming attendance credit for days for which a student did not complete a day's worth of independent study assignments

H. A continuation school claiming more than the 10 percent independent study ADA allowed

I. Claiming ADA prior to the signing of the master agreement by all required participants

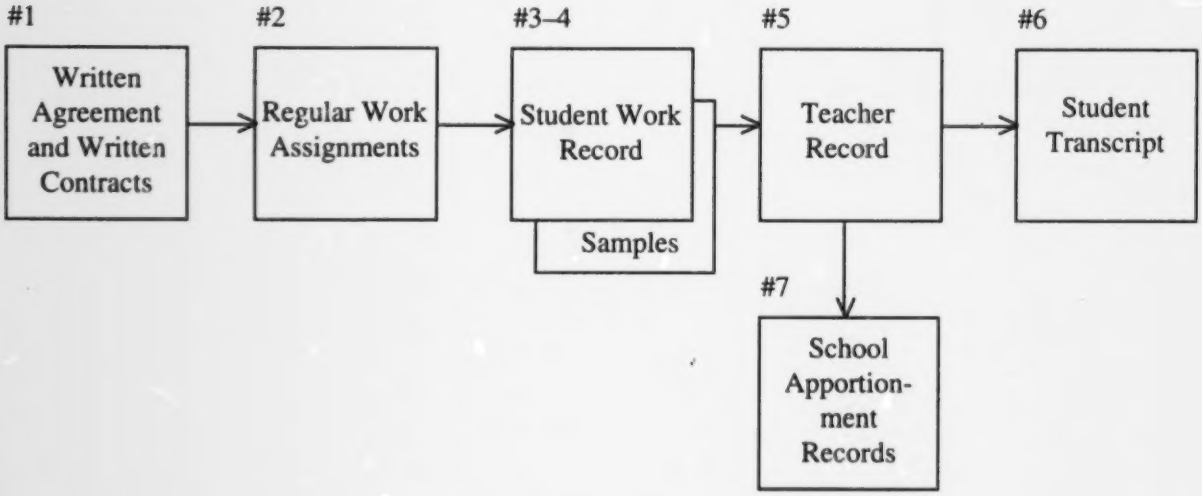
Y Sample Forms

The sample forms at the end of this chapter are offered to illustrate how various school districts are dealing with the need to systematize their operations and keep necessary records accurately. No forms are prescribed by the California Department of Education; but the fact that they appear as an appendix to this and other chapters indicates that they are acceptable and may be useful to the user of this manual. They are recommended for consideration in the development, design, adaptation, and selection of procedures and forms for independent study. If a sample is deemed to be adequate, there is no need to revise it beyond adding local names, addresses, and telephone numbers.

SAMPLE

The Audit Trail

For each officially enrolled student, the following diagram reflects the flow of data required for school apportionments and audit files as specified by the *California Code of Regulations, Title 5,* Section 11703:



→ Indicates required materials

Summary chart of required length of storage of data for audits	
Document	Length of time to be kept*
1. All written agreements and written contracts	3 years
2. Regular work assignments	3 years
3. Student work records	3 years
4. Sample of student work	3 years
5. Teacher records	3 years
6. Mandatory permanent pupil records (e.g., transcript)	Permanently
7. School apportionment records	3 years

*Check district and county policy manuals for specific guidelines and see *California Code of Regulations, Title 5,* sections 16023, 16026.

The California State Regulations on Independent Study are found in Chapter 13 (sections 11700–11703), Division 11, of Part I, *California Code of Regulations, Title 5*—see Appendix A and Chapter 2.

SAMPLE

Student Records Checklist

*Item**	*Action*	*Person(s) responsible**
Request for transcript and cumulative records	• Call or mail request to student's last school of attendance. • Be sure to list student's birth date, grade, last date of attendance, and any former names used. • Sometimes requests are sent to more than one school if the previous school does not forward complete records.	Records clerk, counselor, instructional aide, or _____
Transcript Evaluation It is suggested that the student and parents both sign the evaluation to verify that they understand what is required for graduation. The student should be given a copy of this evaluation.	• Inventory the student's transcript, evaluating required courses and units to determine the student's academic needs with respect to graduation requirements. Once or twice a year credits should be reviewed and California Guidance Report from the county, if appropriate, be distributed to all students at that time. Also once or twice a year if the parents do not attend appointments, a letter could be sent to parents discussing the student's status. A special review of credits should be made by each counselor or teacher of every twelfth grader at the beginning of *each* semester of the senior year.	Counselor, program administrator, or teacher
Cum folder review	Review folder for: • Current immunization records • Health history • Any special education testing • Gifted and talented certification • Home language survey • Other pertinent data to assist in understanding and placing a new student • Any misfiled records (Ensure that records are for this student only. Sometimes students with similar or same names will have their records intermingled.)	Office clerk, instructional aide, teacher, or counselor

*These will vary, depending upon program needs and situation.

Student Records Checklist *(continued)*

*Item**	*Action*	*Person(s) responsible**
Official transcript (sealed with a school seal or stamp and initialed)	• Once a student has enrolled in IS, the school must keep a transcript of credit, with credits transferred from a previous school attached to it. If a transcript cannot be obtained, the transcript for the student's current work can state, "No credits received from **name of school**." • Transcripts* must be retained by the district permanently.	Clerk typist, volunteer, or secretary
Independent study agreement	• Must be completed and signed by parent, student, teacher, and apporpriate supervisors. • Course requirements and reports of credits earned must be filed by the end of the agreement period.	Teacher and office staff
Student work	See Chapter 8 on Audit Trail.	
Records maintenance	In view of the requirements regarding records, persons responsible for on-campus programs should take care to make certain that files are adequate and complete and available for use as required. Keeping such files in a separate cabinet should help to keep them in good order and available for use as required. • Many schools have found it advantageous to keep a continuous file for each student rather than creating a new file each year. Files are then separated into two categories: (1) current students; and (2) former students. This facilitates retrieval of files for former students on return. • Once the student has left independent study, the records must be kept according to district and county procedures and rules. • It is helpful to keep all current and previous independent study projects, sample agreements, and a list of community agencies and individuals who will work with students or who provide places for students to carry out their projects.	Administrator, teacher, and clerk

*These will vary, depending on program needs.

SAMPLE

Master Agreement for High School Independent Study

Name			Grade
Address		Age	Birth date
City	State ZIP code	Telephone ( )	

Category (in addition to high school diploma)

☐ Educational travel ☐ ROP/OWE/IWE
☐ Community _____ ☐ Other _____

Duration

Entry date | Exit date

Objectives: These subject areas will be attempted during _____ semester of the 19____–____ school year. All course objectives will be consistent with the guidelines established in the district course curriculum guide. _____ hours of work equals one (1) unit of credit. Student contract assignment forms contain additional descriptions of students' objectives, study methods, resources supplied, and evaluation.

Subject	*Credits to be attempted*	*Subject*	*Credits to be attempted*

Scheduled teacher/student meeting

Student and teacher agree to meet according to the following schedule:

Time Day

Frequency

Location

Evaluation activities

- Assignment complete ☐
- Student log ☐
- Demonstration of skill ☐
- Oral/written ☐
- Written test/report ☐
- Presentation ☐
- Other _____

Agreement: We understand that independent study is an optional educational alternative in which no student may be required to participate and that district policy provides that for grades_____ to _____, no more than _____ calendar days may elapse between the date on which assignment is made and the date on which it is due, unless the period is officially extended. We have read the terms of this agreement and hereby agree to all the conditions, including those in the assignments.

Student signature Date Parent/guardian signature Date

Teacher signature Date Other signature Date

CERTIFICATION

Subject	*Grade*	*Credits earned*	*Teacher initials*	*Date*

Total credits _____

Date recorded in permanent record: _____ Supervising teacher signature: _____

Master Agreement for High School Independent Study

	Student number:	
Student name:	Birth date:	Age:
Address:	Home phone: ( )	
School:	Grade level:	
	Beginning and ending dates: to	

1. I grant permission for the above-named student to enroll in independent study, an optional alternative education strategy, offered by the _____ High School District.
2. I understand that this enrollment is for a period of one semester.
3. I understand that I have the right to review the program of instruction and revoke this agreement at any time.

Student's agreement

1. I understand that this agreement will remain in effect as written, unless amended.
2. I will report progress to my teacher, will meet assigned deadlines, and attend scheduled conferences.
3. I will provide the things and information my teacher requests regarding my independent study experience.
4. I understand that if I fail to complete_____ assignments there will be an evaluation of whether or not I should remain in independent study.

School responsibilities

1. The teacher will be responsible for the evaluation of the work presented by the student under the terms of this independent study agreement to determine the credit earned by the student.
2. The teacher will offer guidance and provide resources to the student as specified in each course contract or assignment.
3. The teacher will re-evaluate the student's placement at the end of the semester.

Proposed off-campus independent study

Courses of study: Subsidiary contracts will be negotiated for each course that specify objectives, credit, time allotted, resources to be provided, and criteria for completion. These will be part of this master agreement.

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Each course provides units of credit toward graduation as specified in the course contract.

The undersigned hereby acknowledge and agree to the objectives and responsibility listed in this agreement.

Student	Date
Parent/Guardian	Date
Teacher	Date
Other	Date
Principal/Designee	Date

Distribution: Teacher, Parent/Guardian, Counselor, Student

SAMPLE

Subsidiary Independent Study Course Contract

Student name	Beginning and ending dates: to
Course title	Course number

Course objectives:

Description of educational activities (methods of study):

Material and/or resources needed for completion:

Material checked out:

Progress reports: Frequency: _____ ; Time: _____ ; Place: _____ ; Manner: _____

Method of evaluation:

Number of units to be awarded upon successful completion: _____

We have read the terms of this contract and agree to all the conditions set forth. Any violation of this contract may result in renegotiation.

Student signature Date

Supervising teacher signature Date

Other signature Date

High School Master Agreement for Independent Study

Name:	Student number:	Grade:
Address:	Age:	Birth date:
City:	ZIP code:	Phone: ( )
Duration:	Entry date:	Exit date:
Location(s):		

Objective: I will attempt to complete the courses listed below during the semester as they are outlined in the _____ High School Course description.

I understand that all course objectives will be consistent with the guidelines established in the _____ Unified School District Curriculum for High School Completion and that course contracts will include additional descriptions of the objectives, study methods, activities, and due dates of the course of study covered by the agreement.

In undertaking the study of the courses below, I realize that I will have the resources of school district personnel, curriculum (including audiovisual and computers) textbooks, supplementary materials, and community resources as listed on my course contract(s). I agree to meet with my teachers regularly according to the frequency, date, time, and location specified in course contract(s).

Subject	*Course value*	*Subject*	*Course value*

Agreement: We have read pages 1 and 2 of this agreement and hereby agree to all the conditions set forth within.

Student	Date
Parent/Guardian	Date
Teacher	Date
Program Administrator	Date
Other	Date

Certification of completed coursework

Subject	*Grade*	*Credits earned*	*Teacher's initials*	*Date*

Total credits	Date recorded	Teacher's signature

Student:

I understand that:

- Independent study is an optional educational alternative that I have voluntarily selected.
- By entering _____ High School I have not waived any rights as a student, and I am entitled to all _____ School District services and resources.

  If I am a student with an individualized education program (IEP), my IEP must specifically provide for my enrollment in Independent Study.
- I must follow all the discipline code and behavior guidelines of the _____ School District.

  Any violation of these guidelines or failure to meet school/district requirements could result in dismissal from _____ High School.
- Visitation on any other school campus requires permission from that school.
- If I achieve only minimum study requirements, I will complete the equivalent of only one semester course a month, or a minimum of 25 credits a semester. A regular high school program is 30 credits a semester.

I agree to:

- Be supervised by _____ and/or other approved resource personnel.
- Meet regularly with the assigned staff member. I understand that failure to complete _____ assignments will result in an evaluation to determine if I should remain in independent study and may also result in one or more of the following:

  1. A letter of concern to me and my parent, if appropriate
  2. A specially scheduled appointment
  3. A special meeting with the teacher and/or counselor
  4. A meeting with the administrator, including my parent or guardian, if appropriate
  5. Placement on probation
  6. Increase in the amount of time I must be on campus or in an equivalent supervised situation
  7. Revocation of any work permit issued until my school work is satisfactorily completed
  8. Termination of the agreement and my return to a regular classroom program of instruction or other appropriate alternative
- Meet weekly with the Outside Work Experience (OWE) coordinator if I am enrolled in work experience.
- Obtain transportation to scheduled meetings.

  I understand that lack of transportation to the school site is not an acceptable reason for failing to meet with my teacher and/or supervisor to submit my completed assignments.
- Complete my assigned work and achieve at least the minimum performance requirements of the course of study. I understand that credit, which is based on mastery of learning, can only be issued after I have successfully completed an activity and it has been evaluated. I realize that a minimum of _____ hours of work is needed for each unit of credit.

Student's signature: _____

Parent/Guardian:

I understand that the major objective of Independent Study is to provide a voluntary educational alternative for my son or daughter.

I agree to the above conditions listed under **"Student."** I also understand that:

- Individual course objectives are consistent with and evaluated in the same manner that they would be if he or she were enrolled in a traditional school program.
- I am liable for the cost of replacement or repair for wilfully damaged or destroyed books and other school property checked out to my son or daughter.
- Unless otherwise indicated, a teacher or supervisor will meet with my son or daughter on a regular basis to direct and measure progress. The time and location of meetings with the teacher or supervisor will be determined by the teacher or the supervisor in consultation with my son or daughter.
- I am expected to encourage him or her to do more than the minimum study requirements and be involved in an Outside Work Experience (OWE), a Regional Occupational Program (ROP), community volunteer work, or a directed project.
- I have the right to appeal any decision about my son's or daughter's placement, school program, or transfer according to the school district's procedures.

Parent's/Guardian's signature: _____

SAMPLE

High School Assignment and Work Record Form

Name _____ Subject _____

Objective (Short term): _____ Start date _____ Due date _____

Study methods: _____

Resources: _____

Evaluation method: _____

Teacher's signature: _____ Student's signature: _____

Teacher comments/grade: _____

Attendance credit: _____

Objective (Short term): _____ Start date _____ Due date _____

Study methods: _____

Resources: _____

Evaluation method: _____

Teacher's signature: _____ Student's signature: _____

Teacher comments/grade: _____

Attendance credit: _____

SAMPLE

Assignment and Work Record Form

Student name:	School:	
Instructor:	Date given:	Date due:
Course title:	Course number:	

Regular appointments are required between the teacher and student on the following schedule:
Frequency: _____ Starting (date): _____ Time: _____ Place: _____

Assignments with due dates will be made in writing at each student-teacher meeting.

_____ incomplete assignments will result in a reevaluation of this student's placement in independent study.

Course title and objectives: _____

_____

_____

Method of study: _____

_____

_____

Method of evaluation:

1. Teacher observation and review of student work
2. Quizzes and tests (mastery level _____ percent or better)
3. Other: _____

Description of major learning activities and/or study materials

Textbook and study materials: _____

Computer-based instructional opportunity: _____

Supplemental audiovisual instructional support: _____

Other: _____

_____

Student's signature _____ Date _____

Parent's/Guardian's signature _____ Date _____

Teacher's signature _____ Date _____

Teacher's comments/grades: _____

Credits: _____

Middle School _____ Master Agreement for Independent Study

Name:	Student number:	Grade:
Address:	Age:	Birth date:
City:	ZIP code:	Phone: ( )
Duration:	Entry date	Exit date:
Location(s):		

Objective: I will attempt to complete the studies listed below during the semester as they are outlined in the _____ _____ School District Course Description. I understand that all learning objectives and methods of study will be consistent with the guidelines established in the _____ Unified School District Middle School Curriculum and that assignment and work forms will include additional descriptions of the learning objectives and activities of the course of study covered by the agreement. In undertaking the study of the courses below, I realize that I will have the resources of school district personnel, curriculum (including audiovisual aids and computers) textbooks, supplementary materials, and community resources as listed on my assignment and work record forms.

I understand district policy provides that for grades ____ and the _____ program no more than _____ may elapse between the date an assignment is made and the date on which it is due.

Subject	*Course value*	*Subject*	*Course value*

Agreement: We have read pages 1 and 2 of this agreement and hereby agree to all the conditions set forth within.

Student _____ Date _____

Parent/Guardian _____ Date _____

Teacher _____ Date _____

Other _____ Date _____

Principal/Designee _____ Date _____

Certification

Subject	*Grade*	*Credits earned*	*Teacher's initials*	*Date*

Date recorded _____ Supervising teacher's signature _____

Middle School _____ Master Agreement *(Continued)*

Student:

I understand that:

- Independent Study is an optional educational alternative that I have voluntarily selected.
- By entering _____ School I have not waived any rights as a student, and I am entitled to all _____ School District services and resources.

  If I am a student with an individualized education program (IEP), my IEP must specifically provide for my enrollment in Independent Study.
- I must follow all the discipline code and behavior guidelines of the _____ School District. Any violation of these guidelines or failure to meet school/district requirements could result in dismissal from _____ School.
- Visitation on any other school campus requires permission from that school.

I agree to:

- Be supervised by _____ and/or other approved resource personnel.
- Meet regularly with the assigned staff member and/or supervisor. The frequency, date, time, and location will be determined by my course contract or equivalent. I realize that it is my responsibility to promptly reschedule any appointment missed due to any emergency, and I understand that failure to report to an appointment and/or failure to complete_____ assignments will result in review of continuation in Independent Study.
- Obtain transportation to scheduled meetings. I understand that lack of transportation to the school site is not an acceptable reason for failing to meet with my teacher and/or supervisor to submit my completed assignments.
- Complete my assigned work and achieve at least the minimum performance requirements of the course of study. I understand that passing, which is based on mastery of learning, can only occur after I have successfully completed an activity and it has been evaluated.

Student's signature: _____

Parent/Guardian:

I understand that the major objective of Independent Study is to provide a voluntary educational alternative for my son or daughter.

I agree to the above conditions listed under **"Student."**

I also understand that:

- Individual course objectives are consistent with and evaluated in the same manner that they would be if he or she were enrolled in a traditional school program.
- I am liable for the cost of replacement or repair for wilfully damaged or destroyed books and other school property checked out to my son or daughter.
- A teacher will meet with my son or daughter on a regular basis to direct and measure progress. The time and location of meetings with the teacher or supervisor will be determined by the teacher in consultation with me and my son or daughter.
- It is my responsibility to provide any needed transportation for my son or daughter.
- I am responsible for the supervision of my son or daughter while he or she is completing the assigned work and/or submitting all completed assignments necessary for evaluation.
- I will attend Independent Study curriculum meetings for parents.
- I have the right to appeal to the program administrator any decision about my son's or daughter's placement or school program according to _____ School District's procedures

Parent's/Guardian's signature: _____

Elementary School _____ Master Agreement for Independent Study

Name:	Student number:	Grade:
Address:	Age:	Birth date:
City:	ZIP code:	Phone: ( )
Duration:	Entry date:	Exit date:
Location(s):		

Objective: I will complete the studies listed below during the semester as they are outlined in the _____ School District curriculum. I will turn in my assignments and work record forms. _____ School District will provide me with a teacher, textbooks/materials, computer time, and field trips. I understand that it is district policy that for grades____ and the__ _____ program no more than _____ may elapse between the date an assignment is made and the date on which it is due.

I agree to meet and talk with my teacher regularly:

Frequency:_____ Time:_____ Place:_____ Manner:_____

Subject	*Course value*	*Subject*	*Course value*

Agreement: We have read pages 1 and 2 of this agreement and hereby agree to all the conditions set forth within.

Student _____ Date _____

Parent/Guardian _____ Date _____

Teacher _____ Date _____

Other _____ Date _____

Program Administrator _____ Date _____

Certification

Subject	*Grade*	*Credits earned*	*Teacher's initials*	*Date*

Date recorded_____ Supervising teacher's signature _____

Student:

I understand that:

- Independent Study is a form of education that I have chosen.
- I am entitled to textbooks and supplies, supervision by my teacher, and all the services and resources received by other children enrolled in my grade of _____ School.
- I have the same rights as other students in my grade at the _____ School.
- I must follow the rules and standards in the discipline code and behavior guidelines of the _____ School.
- If I do not complete_____ assignments my incomplete work will result in review of my agreement and I may not be allowed to continue in Independent Study.

I agree to:

- Be supervised by and meet regularly with my teacher as written on page 1.
- Complete my assigned work by its due date, as explained by my teacher and described in my written assignments.

Student's signature: _____

Parent/Guardian:

I understand that the major objective of Independent Study is to provide a voluntary educational alternative for my son or daughter. I agree to the above conditions listed under ***"Student."*** *I also understand that:*

- Learning objectives are consistent with and evaluated in the same manner that they would be if he or she were enrolled in a traditional school program.
- If my child has an individualized education program (IEP), the IEP must specifically provide for his or her enrollment in Independent Study.
- Unless otherwise indicated, the supervising teacher who signs this agreement will meet with my son or daughter on a regular basis as specified on page 1 to direct the child's study and measure progress toward the objectives in this agreement. It is my responsibility to promptly reschedule any appointment missed due to any emergency.
- I am responsible for the supervision of my child while he or she is completing the assigned work and for ensuring the submission of all completed assignments necessary for evaluation.
- I am liable for the cost of replacement or repair for wilfully damaged or destroyed books and other school property checked out to my son or daughter.
- It is my responsibility to provide any needed transportation for my son's or daughter's scheduled meetings and any other travel covered by this agreement.
- I have the right to appeal to the school administrator any decision about my son's or daughter's placement or school program according to the _____ School District's procedures.

Parent's/Guardian's signature: _____

Assignment and Work Record Form

Name	Subject
Objective (short term)	Date

Study method

Resources

Evaluation method

Signature

Teacher comments/grade

Days submitted	Days accepted	Makeup (academic)

Objective (short term)	Date

Study method

Resources

Evaluation method

Signature

Teacher comments/grade

Days submitted	Days accepted	Makeup (academic)

White: C.I.S. Canary: Teacher Gold: Student

SAMPLE

Independent Study Attendance Credit Report

District of residence _____

Student name _____ Grade _____

_____
Supervising teacher's signature

School month _____

Dates										
Attendance: (Record complete days of attendance credit only.)	Mon.	Tue.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
Dates										
Attendance: (Record complete days of attendance credit only.)	Mon.	Tue.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.

Total days of apportionment: _____

Independent Study Attendance Credit Report

District of residence _____

Student name _____ Grade _____

_____
Supervising teacher's signature

School month _____

Dates										
Attendance: (Record complete days of attendance credit only.)	Mon.	Tue.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
Dates										
Attendance: (Record complete days of attendance credit only.)	Mon.	Tue.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.

Total days of apportionment: _____

SAMPLE

_____ High School Independent Study

Student _____

Date of birth _____ Enrolled _____ Withdrew _____

		Attendance Register, 1992-93											Days	Not enrolled		Days of non-approved credit		Days of approved credit		Monthly total: days of approved credit
1	**September 7 through October 2** Weeks 1–4	7 Hol.	8	9	10	11		14	15	16	17	18								
		21	22	23	24	25		28	29	30	1	2								
2	**October 5 through October 30** Weeks 5–8	5	6	7	8	9		12	13	14	15	16								
		19	20	21	22	23		26	27	28	29	30								
3	**November 2 through November 27** Weeks 9–12	2	3	4	5	6		9	10	11 Hol.	12	13								
		16	17	18	19	20		23	24	25	26 Hol.	27 Hol.								
4	**November 30 through December 25** Weeks 13–15	30	1	2	3	4		7	8	9	10	11								
		14	15	16	17	18		21	22 Winter Break	23	24	25								
5	**December 28 through January 22** Weeks 16–18	28	29 Winter Break	30	31	1		4	5	6	7	8								
		11	12	13	14	15 Hol.		18	19	20	21	22								
6	**January 25 through February 19** Weeks 19–22	25	26	27	28	29		1	2	3	4	5								
		8	9	10	11	12 Hol.		15 Hol.	16	17	18	19								
7	**February 22 through March 19** Weeks 23–26	22	23	24	25	26		1	2	3	4	5								
		8	9	10	11	12		15	16	17	18	19								
8	**March 22 through April 16** Weeks 27–29	22	23	24	25	26		29	30	31	1	2								
		5	6 Spring Break	7	8	9		12	13	14	15	16								
9	**April 19 through May 14** Weeks 30–33	19	20	21	22	23		26	27	28	29	30								
		3	4	5	6	7		10	11	12	13	14								
10	**May 17 through June 11** Weeks 34–37	17	18	19	20	21		24	25	26	27	28								
		31 Hol.	1	2	3	4		7	8	9	10	11								
11	**June 14 through June 17** Week 38	14	15	16	17															

E: Enrolled W: Withdrew

SAMPLE

[Excerpt from CBEDS Form]

School Information Form

H. Alternative Education Students reported in this section should have been reported in Section B.

Types of Programs/Educational Options	Enrollment	
	K–8	9–12
Continuation classes (see definition)		
Community/experience based		
Opportunity		
Magnet Program		
Pregnant/parenting (see definition)		
Independent Study		
Independent Study for adults		
Other		

Number of graduates meeting high school requirements through Independent Study (1991–92) ____

Name of person completing this form (Please print.)	Telephone number ( )
Title	

CERTIFICATION: *I HEREBY CERTIFY THAT THE DATA REPORTED ON THIS FORM ARE ACCURATE.*

Signature of principal (or designee)	Date

CHAPTER 9

Special Needs Groups

Although independent study is a strategy that may be used for any category of student who will benefit from it, the 1976 legislation that facilitated the use of the strategy in California intended that it serve particularly those groups of students who have a special need. Among them are the students who are especially gifted and talented, students who want to study at home, students who are at risk of dropping out or not graduating, and some special education students.

A Gifted and Talented Education (GATE) Students

Gifted and talented students are those who possess demonstrated or potential abilities that give evidence of high performance capability in one or more of the following categories: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent (*Education Code* Section 52202).

While GATE students are pursuing the goals and objectives of independent study, the students also should be allowed to:

- Pursue individual ideas and interests.
- Develop challenging curriculum that enhances creativity and encourages new and varied ways of perceiving and using information.
- Develop leadership characteristics and a sensitivity to and responsibility for self and others.

District and county personnel may assist the independent study staff in screening, identifying, and selecting gifted and talented students. In assessing potential students, the responsible personnel may consider the following data:

1. School, class, and individual pupils' records
2. Individual evaluation by appropriately credentialed personnel with the prior written consent of the parent or legal guardian

3. Group and individual tests
4. Interviews with and questionnaires of teachers, parents, and others
5. Pupils' products
6. Judgment of peers
7. Assessment by professional persons

Once the assessment has been completed, the staff members should develop an instructional program based on district or county guidelines, which might include:

a. Special tutoring for those independent study GATE students who are having difficulty or working below grade level in one or more academic subjects or who need individualized instruction in a particular academic activity or subject
b. Acceleration in single subjects or the possibility of moving through the elementary, middle, or high school grades at a more rapid rate than normally exists in the traditional setting
c. Learning centers to provide students with resources for self-directed study, pull-out programs that provide for enrichment of standard courses, mini-courses for growth and academic credit, and cross-grade level opportunities in special classes or programs
d. Advanced placement classes that make the following opportunities available for high school students:
    - Participation in classes that parallel comparable freshman level courses in a university and for which college credit is granted
    - University extension high school or college correspondence courses
    - CEEB Advanced Placement Examinations

    At the middle grade level, staff can make arrangements for students to pursue or attend high school classes.
e. Honors classes to make the standard curriculum available at greater depth and with more sophisticated treatment and special classes for subject acceleration
f. Career, aptitude assessment, and vocational counseling to help students become aware of career fields in which the students can use their particular skills and talents (Two tests that measure vocational aptitudes are *SOI* [*Structure of Intellect,* 343 Main Street, El Segundo, CA 90245] and *Strong-Campbell* [Stanford University Press, Stanford, CA 94305].)
g. Specialized programs, such as City-as-School, community internships, and experience-based learning, which use community members and resources as mentors for these students
h. Personal counseling for students and parents to help students with social problems and relationships
i. Placement in community college and/or university classes in addition to independent study, with credits used for high school diploma or college general education

B Home Study Students

A growing number of parents want their children to be educated at home. Many families achieve this objective by enrolling their children in district or county independent study to provide educational services and materials for the children. (See Chapter 7.)

C Certified Special Education Students

Education Code Section 51745(c) states: "No individual with exceptional needs, as defined in Section 56026, may participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation." An individualized education program (IEP) is current for one calendar year and must be rewritten and approved by the IEP team within 30 days of expiration.

If special education students are to be instructed through independent study, the instructions in the IEP must be followed.

D Pregnant Teens and School-age Parents

Independent study as an educational vehicle is generally associated with an isolated student and may

or may not include extensive parental support depending upon the age of the student and his or her ability. When considering the student who is about to become a parent or who already is one, the agreements will be negotiated just as for any student who is in independent study. The difference, however, may be that a group of students who have individual agreements meet for a regular classroom day for perhaps three or four or even five days per week, depending on the level and type of support that the students need. There is a sample program format at the end of this chapter. A checklist, "School-Based Programs Serving Pregnant/Parenting Teens: Guidelines for Implementing a Quality Program," may be obtained by calling (916) 327-2161 or (916) 324-0326.

Note that it is essential for the record to be clear as to whether students are in part-time or full-time independent study. Students in full-time independent study earn apportionment credit through completed assignments and not through classroom attendance.

Note that temporarily disabled pupils may not receive individual instruction pursuant to *Education Code* Section 48206.3 through independent study (*Education Code* Section 51745(d)). However, if the temporarily disabled pupil's parent or guardian and the district(s) agree, the pupil may receive instruction through independent study instead of receiving the "home and hospital" instruction provided pursuant to *Education Code* Section 48206.3.

Pregnant adolescents and teenage parents have special needs that can be uniquely addressed by using independent study. By allowing for the realities of doctor appointments, expected illnesses, and the emergencies with which all parents are familiar, and at the same time providing the support that students need to continue their education, the educational vehicle of independent study can play a key role in determining the level of success that young people achieve during both their lives and their children's lives. When a child-parent retains his or her connection with school and continues his or her education, two children benefit immediately. Often the tenuous connection with school snaps under the strain of factors beyond the young parent's control, and the goals of a pregnant and parenting teen program must incorporate the delivery of services not even considered as part of other alternative education programs and certainly not as a part of regular curriculum delivery. Transporting a baby with all of the required equipment becomes a major undertaking each morning. The provision of child care and the development of parenting skills through observation and practice go hand in hand. These issues need to be considered along with others in determining whether the student will be participating in a standard independent study program or in one aligned with the needs of pregnant and parenting teens. Specific reference materials are included in the Selected References.

It must be remembered, however, that even though you may have an extremely effective program and are eager to stress how vital an education is, participation in a pregnant and parenting teen independent study program, just as any other independent study, must be **voluntary.** "In addition, a student may not be expelled, suspended, or otherwise excluded from school because of her pregnancy, childbirth, termination of pregnancy, or recovery from any of these conditions. . . . While a school may *offer* a special or separate program, it may not require that a pregnant student attend. That decision has to be totally up to the student. Schools must allow a pregnant student to stay in regular classes if she [chooses]."[1] Schools are prohibited from treating an unmarried mother differently from unmarried fathers. Schools may not have *any* rules concerning a student's actual or potential parental, family or marital status that treat students differently on the basis of sex (*Education Code* Section 40; Public Law 92-318, Title IX, as amended, at 20 *United States Code* Section 1681 and following).

Teenage parents and, ultimately, society at large experience the adverse consequences of adolescent childbearing. Continued schooling is essential to the well-being and standard of living of both the school-age parent and the child. Alternative education programs, including independent study as a separate delivery system or as a part of a broader parenting program, are helping these youth continue their education.

[1] *Everything You Always Wanted to Know About Title IX & Pregnant & Parenting Students*, 1989. Available from Margaret Dunkle, Equality Center, 1223 Girard Street, NW, Washington, DC 20009.

1. *Components of a successful parenting program.* Successful programs serving pregnant and parenting teens are comprehensive and offer the following core components, either on-site or through linkage agreements with community resources:
   - Accessibility to needed educational programs for high school graduation
   - Child care
   - Transportation
   - Vocational education and employment training
   - Consumer education and life-management skills
   - Counseling, including pregnancy alternatives, being married and parenting, single parenting, adoption
   - Parenting education
   - Health education, including family planning
   - Prenatal education, including childbirth education
2. *Sample goals for students in a successful parenting program.* Students will:
   a. Complete their education.
   b. Improve their parenting skills.
   c. Gain job readiness skills and job training.
   d. Increase their life-management skills.
3. *Services needed to increase program effectiveness.* It is important to recognize that young parents may have dropped out of regular schools because those schools cannot or do not provide the specific and unique services young parents need. By building a program around these services, the district or county can greatly reduce the barriers to school attendance.

   The following services may be required to meet the needs of a parenting adolescent:

   a. Child care should be incorporated into the program directly but could be provided through, for example, an ROP training program (subject to local, state, and federal laws) to accommodate young parents who lack financial resources to pay for adequate, safe child care and in which young parents can observe and practice positive parenting skills. Funding sources to consider include district, private, and state and federal government grants and programs, corporate and private donations, and federal Title XX funds.
   b. Transportation factors to consider include:
      - Locating the parenting program and child-care center near public transportation
      - Providing district transportation funded through revenue generated by ADA
   c. Counseling can be provided by:
      - Program counselors
      - Teachers with counseling backgrounds or training
      - Community, district, or county agencies
      - Client advocacy with community agencies
      - Graduate students doing internships in social work and counseling
   d. Breakfast, lunch, and meal supplements, including:
      - National school lunch and school breakfast programs
      - Meal supplements for pregnant and lactating students (PALS)
   e. Vocational training, for example:
      - Career counseling
      - College planning
      - ROC/P
      - Adult education
      - Job Training Partnership Act (JTPA)
      - Greater Avenues for Independence (GAIN)
      - Work Experience Education (WEE)
      - Vocational education—Gender Equity
      - Vocational education
      - Specific subject matter
4. *Benefits of independent study for pregnant and parenting students.* Independent study can offer the following benefits to pregnant teens and school-age parents:
   a. Academic courses necessary to complete graduation requirements
   b. Additional peer support to bond the student more securely to school when he or she might otherwise drop out

c. Flexible schedules that are compatible with the needs and schedules of a pregnant or parenting student
d. School policies and staffs that foster self-esteem and encourage pregnant and parenting students to stay in school
e. Classes that focus on the needs of pregnant and parenting students, including for example, prenatal nutrition, childbirth preparation, family planning, parenting skills, and educational and vocational goal setting

A resource manual entitled *Teen Pregnancy: A Blueprint for Comprehensive California School-Based Pregnancy Prevention Programs and Programs for Pregnant and Parenting Students*, California Department of Education, 1990, is available from Employment Training Network (ETN), 560 J Street, Room 385, Sacramento, CA 95814, (916) 323-8054. The manual is designed to help districts develop comprehensive approaches to prevent pregnant and parenting teens from dropping out of school.

E Greater Avenues for Independence (GAIN) Trainees

GAIN trainees who have been identified as needing education leading to the regular high school diploma or some other educational program regularly available through a school district or county office may be trained through independent study strategies for which the students are eligible. Whether this is a feasible or appropriate alternative depends on the opportunities available. Referrals can be made by the consultants in the YAAES Division, Field Operations Unit, California Department of Education, phone (916) 324-9605.

F Incarcerated Persons

Generally, incarcerated *minors* who are not wards of the California Youth Authority are under the jurisdiction of schools and programs administered by a county superintendent of schools, many of which have successfully used independent study strategies for some students. Incarcerated *adults* in the county jail may be served by the school district within whose boundaries the jail is located when an agreement is reached between the sheriff and the local school district. Pursuant to such an agreement, eligible inmates may receive instruction via independent study when it is needed and desired, if funding is available. Independent study is especially helpful in jails where there are no or few suitable accommodations for classroom delivery of instruction. The possibility of funding independent study for adults should be checked out with the designated consultant in the Adult Education Unit, California Department of Education; phone (916) 322-2175.

SAMPLE

Young Parents Program*

Hours:

Monday—Thursday, 9:00 a.m. to 12:30 p.m.
Friday—Home visits, student follow-up (student appointments with teachers, health care providers, social services, etc.)
Afternoons—Job training

Format: Small group classes, computer lab classes, some one-to-one student-teacher independent study classes

Curriculum:

1. All classes necessary to complete a high school diploma
2. Special classes:

   Parenting I—for pregnant mothers
   Parenting II—for parents of children aged birth to one year
   Parenting III—for parents of children aged one to two years
   Parenting IV—for parents of children aged two years and older
   Prenatal Exercise
   Practical Living Skills
   Vocational Training

Services offered:

Free child care for children six weeks to five years of age
Lunch for mother and child (federal lunch program)
Transportation for district residents
Counseling
Case management

Funding sources:

ADA revenue
Concurrent enrollment in adult education
Private grants
State and federal grants
(Carl Perkins Vocational Education)
(Maternal Child Health, Adolescent Family Life Program)
Child care: "Share, share, share"

***Note:** Below are some of the additional potential fund sources that could be incorporated into a pregnant and parenting teen program. You should consider these program offerings when establishing your schedule so that you can use them to the student's advantage.

Job Training Partnership Act (JTPA)
Greater Avenues for Independence (GAIN)
State-funded children's center programs
Use of student aides—Child Development classes
Healthy Start

SAMPLE

Young Parents Program Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30–9:30 a.m.	English	Science	English	Mathematics	Teachers could use this day for follow-up on students; special help; curriculum development; administrative assignments; community networking; fund-raising. Students could work on independent study homework; health and social services; special teacher assistance.
9:30–10:30 a.m.	World History	American History	Civics	Social Studies (elective)	
10:30–11:30 a.m.	Prenatal Parenting	Life Skills	Prenatal Parenting	Group session Counseling	
11:30 a.m–12:15 p.m.	Lunch	Lunch	Lunch	Lunch	
12:15–2:30 p.m.	Job training	Job training	Job training	Job training	
or					
12:15–1:30 p.m.	Special project such as GED preparation or electives (e.g., foreign language)/ tutoring	Special project such as GED preparation or electives (e.g., foreign language)/ tutoring	Special project such as GED preparation or electives (e.g., foreign language)/ tutoring	Special Event: 1. Field trip 2. Outside speaker 3. Other	
and					
1:30–2:30 p.m.	Prenatal exercise Physical Education	Prenatal exercise Physical Education	Prenatal exercise Physical Education	Special event: 1. Field trip 2. Outside speaker 3. Other	

1. Throughout the day small groups could focus on specific subjects, curriculum, or special projects while other students work with the teacher.
2. The specific day of the week to be used for appointments would depend on the student population needs; i.e., it could fall on any day of the week. It would depend on when students can schedule outside appointments. The specific day could change from quarter to quarter or semester to semester.

CHAPTER 10

Counseling and Guidance Support Services

Independent study students are entitled to all the services they would receive in a comprehensive school setting (*Education Code* Section 51746). District, county, or community resources should be employed to ensure that appropriate counseling and guidance support services are provided.

Most independent study students spend considerably fewer hours in direct contact with certificated personnel than traditional students do. However, independent study students often develop an intense bonding with their teachers because of the one-to-one appointments and often approach their independent study teachers with personal, academic, and career or vocational concerns before the students relate these concerns to their parents or designated program counselors. Therefore, the independent study teachers need to be trained in appropriate counseling techniques to assist their students.

In addition, independent study should contain a structured counseling and guidance component as a part of the basic operational procedure. Such a component should consist of four general areas: (1) academic counseling; (2) assessment services; (3) personal counseling; and (4) career awareness and guidance.

The specific design and operation of the four general areas of counseling and guidance will vary depending on the needs of the student population. For example, students in kindergarten through grade eight may have peer relationship and socialization needs that are not being met as a result of their enrollment in independent study. This situation may require personal counseling that focuses on self-esteem and interpersonal skill building. Many secondary students, on the other hand, may need to be extensively involved in a career guidance program. Each independent study alternative should design a counseling and guidance component that will address the needs of its particular student population. Ultimately, the local district or county office is responsible for ensuring that the cognitive and affective needs of the students are being met.

There are many services to consider when designing an independent study counseling and

guidance system. The sections that follow contain suggested services appropriate for the independent study systems that serve students in kindergarten through grade eight and students in grades nine through twelve; many of the services overlap. Although the lists of services should not be considered exhaustive, they will offer a basic outline or foundation on which to build a strong counseling and guidance component.

A Services for Students in Kindergarten Through Grade Eight

1. Academic counseling
   a. Conduct group orientation or individual interviews with students and parents.
   b. Evaluate school records.
   c. Plan appropriate educational programs.
   d. Plan to meet grade-level competencies.
   e. Conduct parent conferences.
   f. Coordinate student study-team meetings.
2. Assessment
   a. Conduct achievement tests, not only standardized tests, at specified grade levels, including performance-based assessment, such as writing samples.
   b. Provide special education testing for students who may have exceptional needs.
   c. Provide gifted and talented testing for referred students.
   d. Screen vision, hearing, speech, and language and readiness skills as needed.
   e. Make referrals to a district or county specialist.

   See Chapter 12 for further suggestions on assessment.
3. Personal guidance
   a. Consult parents, students, and teachers about the student's personal and social needs and ways to address those needs.
   b. Provide individual and small-group instruction for students and parents on affective topics, such as understanding self and others, building self-esteem, skill in solving social problems, and career interests.
   c. Provide individual and small-group instruction for students and parents on cognitive subjects, such as alcohol and drug awareness, personal hygiene and nutrition, and personal safety.
   d. Provide or make referrals to parent education instruction and coursework.
   e. Make referrals and prepare reports to community agencies, such as child abuse and protective agencies, counseling agencies, medical facilities, probation department, and so forth.
   f. Provide a plan for attendance expectations, productivity requirements, and school behavior standards.

B Services for Students in Grades Nine Through Twelve

1. Academic counseling
   a. Provide individual and group orientation for students and parents.
   b. Evaluate school records.
   c. Assist students in planning coursework.
   d. Monitor students' progress in completion of requirements for graduation and mastery of basic competencies.
   e. Refer students to tutoring, study skills, and remediation as needed.
   f. Provide training and support services for teachers in credit attainment and curriculum.
2. Assessment
   a. Provide special education testing for referred students.
   b. Provide gifted and talented screening for referred students.
   c. Administer achievement and competency tests, not only standardized tests, including performance-based assessment using work samples, such as writing.
3. College and career guidance
   a. Provide updated information on career and vocational opportunities.
   b. Provide career and personal interest assessment and investigation activities.
   c. Advise students on how to find career planning information and strategies.

d. Advise students on entrance requirements to colleges and universities, vocational training, and other alternatives.

e. Provide or facilitate the opportunity to take *PSAT* and *SAT* preparation seminars.

f. Provide information to students and parents on financial aid and scholarship opportunities.

g. Refer students to local, state, and federal job training programs.

h. Counsel students enrolled in work experience to develop positive work attitudes.

i. Assist students in making the transition from school to the world of work.

j. Refer students to appropriate ROP/OWE coordinators.

4. Personal guidance

a. Counsel students and parents individually to make an initial assessment of personal problems.

b. Provide instruction and counseling on school attendance and time-management skills.

c. Make referrals to community agencies for substance abuse, parent education, medical treatment, personal health and hygiene, and other counseling services.

d. Monitor attendance patterns and personal, social, and health needs.

e. Provide group counseling when appropriate; services may include personal counseling, self-esteem building, and techniques for better communication.

C Possible Alternatives When Resources Are Limited

1. Use district or county personnel to provide in-service training in areas such as active listening techniques and building self-esteem.
2. Use counselor interns from local colleges and universities.
3. Train peer and volunteer counselors.
4. Provide opportunities for staff, parents, and students to attend district, county, and state workshops or conferences on issues such as self-esteem and substance abuse.
5. Provide lists of district, county, and community resources.
6. Develop a bibliography of current pamphlets, news articles, and books (see chart at the end of this chapter).
7. Maintain institutional memberships in professional organizations, such as Self-Esteem Network, Learning Alternatives Resource Network (LeARN), and California Consortium for Independent Study (CCIS).
8. Provide an in-house checkout resource center for students, parents, and staff.
9. Implement a guest speaker program.
10. Use community, district, or county resources to assist staff, parents, and students on substance abuse issues.

When developing a program or a resource library, the independent study staff members should consider the following information.

Publisher Information

American Red Cross
(Call toll-free hotline of the National Institute on Drug Abuse, (800) 662-HELP.)

California Department of Education
Bureau of Publications, Sales Unit
P.O. Box 271
Sacramento, CA 95812-0271
(916) 445-1260

Channing L. Bete Co., Inc.
200 State Road
South Deerfield, MA 01373
(415) 665-7611

CompCare Publications
(Call (800) 328-3330 for catalog.)

D.I.N. Publications
2050 East University Drive
Phoenix, AZ 85032
(602) 257-0797

Hazelden Educational Materials
Pleasant Valley Road, Box 176
Center City, MN 55012-0176
(800) 328-9000

Health and Human Services Public Health Services
Alcohol, Drug Abuse, and Mental Health Administration
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

M.A.C.
Printing and Publications Division
1850 High Street
Denver, CO 80218

Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830

People of Color Against AIDS Network
105–14th Avenue, Suite 2D
Seattle, WA 98122
(206) 322-7061

Substance Abuse Education
670 South Fourth Street
Edwardsville, KS 665133
(913) 441-1868

Wisconsin Clearinghouse
P.O. Box 1468
Madison, WI 53701
(608) 263-2797

Resources

Alcohol and Drug Programs
Information Clearinghouse Unit
1700 K Street
Sacramento, CA 95814
(916) 445-7381
(Request ordering information on Publication Number ADP-80-4.)

California Department of Education
Bureau of Publications, Sales Unit
P.O. Box 271
Sacramento, CA 95812-0271
(916) 445-1260
(Request purchasing information on Publication Number SD 8084.)

Healthy Kids Resources Center
313 W. Winton Avenue
Hayward, CA 94544
(510) 670-4581

Business/Community Partnerships

In order to provide hands-on experiences for independent study students in career and vocational areas, some programs have developed business and community partnerships.

See "Community Resources and Activities" on page 11-37. Also, contact the California Department of Education, Alternative Education Unit, for information about implementing partnership academies.

In addition, independent study students may receive vocational education training by enrolling in Work Experience Education (WEE), Regional Occupational Centers/Programs (ROC/P), Job Training Partnership Act (JTPA), and Adult Education courses.

Below are possible district, county, and community resources to contact about student health concerns in the areas of physical or mental health, family planning, or suicide prevention.

Possible Resources for Student Health/Social Welfare Concerns

(Consult local telephone and/or social service directories for appropriate agencies and local telephone numbers.)

Formal Education

- School districts
- Higher education (colleges and universities)

Special Education for the Disabled

- County departments of health
- County departments of mental health
- Private nonsecular agencies

Informal/Supplemental Education

- Adult basic education providers
- GED/high school completion programs
- Tutoring/pupil support programs
- Bilingual education services

Community Health

- Immunization/screening agencies
- Health education/information
- Environmental/occupational health
- Child/vehicular safety associations
- Organ, blood, and tissue banks
- Nutrition counseling
- Physical fitness programs

Health Support Services

- Support for specific diseases/disorders; e.g., lung and heart diseases
- Financial aid/planning groups
- Research centers
- Medical aids

Human Reproduction

- Family planning
- Childbirth education
- Expectant/new parent support
- Teenage pregnancy programs

Inpatient/Outpatient Medical Care

- Hospitals
- Dental care programs/agencies
- Vision care programs/agencies
- Community clinics/treatment centers
- Home health care

Rehabilitation

- Hearing and speech therapy
- Occupational therapy
- Physical therapy
- Social adjustment and support groups
- Developmental disabilities—adjustment and support groups

Substance Abuse

- Counseling/crisis/intervention/treatment centers
- Education/information centers
- Residential treatment centers
- Alcohol rehabilitation centers
- Legal assistance

Income and Economic Opportunities

- Employment
  - Career guidance/information/placement agencies
  - Job Training Partnership Act agencies
- Public service employment
  - Vocational rehabilitation
- Financial
  - Debt management/financial counseling
  - Financial aid services

Individual and Family Life

- Cultural and spiritual enrichment groups
- Death and dying support groups
  - Counseling/education
  - Hospice programs

Interpersonal Relationships

- Divorce/separation counseling
- Parenting/family life counseling

Family Substitute Services

- Adoption agencies
- Foster care services
- Guardianship/conservatorship agencies
- Group homes for children/youth
- Residential care for the disabled

Materials for Independent Study Substance Abuse Program

Title	Publisher	Format**
Drug and Alcohol Information		
You Asked for It—Information on Alcohol, Other Drugs, and Teenagers (1)*	Wisconsin Clearinghouse	
Mood-Altering Chemicals (2)	Wisconsin Clearinghouse	
Facts About Alcohol and Alcoholism (3)	Wisconsin Clearinghouse	
800-Cocaine (2)	Bantam Books/Hazelden	
Kids and Drinking (1)	CompCare Publications	
Just Say No (assorted drug pamphlets) (1)	Dept. of Health & Human Services	Pamphlets
Drugs of Abuse (3)	D.I.N. Publications	
Drinking and Not Drinking: The Choice Is Yours (2)	Substance Abuse Education	Software
Keep off the Grass—Marijuana (2)	Substance Abuse Education	Software
Introduction to Psychoactive Drugs, Including Cocaine and Crack (2)	Substance Abuse Education	Software
Other Classes of Psychoactive Drugs, Including LSD and Heroin (2)	Substance Abuse Education	Software
Diagnosing a Problem		
Drinking Problem? (2)	Fortress Press/Hazelden	
The Invisible Alcoholics—Women and Alcohol Abuse in America (3)	McGraw-Hill/Hazelden	Pamphlet
A Look at Cross-Addiction (1)	Hazelden	
I Can't Be An Alcoholic Because . . . (1)	Hazelden	Pamphlet
I Can't Be Addicted Because . . . (1)	Hazelden	Pamphlet
The Cat Who Drank Too Much	Bibulophile Press/Hazelden	Videotape
Twelve-Step Programs/Recovery		
Newcomer to Al-Anon (1)	Hazelden	Pamphlet
Youth and AA (1)	Hazelden	Pamphlet
The 12 Steps to Happiness (2)	Hazelden	
The 12 Traditions for All of Us (2)	Hazelden	
For Drunks Only (2)	Hazelden	
Sober Living Workbook (2)	Hazelden	
The Twelve Steps—A Healing Journey (2)	Hazelden	
Straight Back Home (1)	Hazelden	Pamphlet
Going Home! Life After Treatment (Cartoons)	Hazelden	
Pocket Power Series (2)	Hazelden	Pamphlet
Keep It Simple Series, Step 1 (1)	Hazelden	Workbook
Keep It Simple Series, Step 2 (1)	Hazelden	Workbook
Substance Abuse by Family and Friends/Adult Children of Alcoholics		
When Someone Close Drinks Too Much (1)	Hazelden	Pamphlet
Hope for Young People with Alcoholic Parents (1)	Hazelden	Pamphlet

*Numbers after titles indicate approximate level of reading difficulty with (1) being easiest and (3) most difficult.
**All materials are softbound books unless otherwise indicated.

Materials for Independent Study Substance Abuse Program *(Continued)*

Title	*Publisher*	*Format*
It Will Never Happen to Me—Children of Alcoholics as Youngsters–Adolescents–Adults (3)	M.A.C. Printing and Publications	
Alcoholism: A Family Illness (1)	Parkside Medical Srvs./Hazelden	
Worthy of Love (1)	Hazelden	
Once Upon a Time—Stories from Adult Children of Alcoholic and Other Dysfunctional Families (2)	Hazelden	Pamphlet
Living with an Alcoholic Parent (2)	Hazelden	Pamphlet
Self-Help		
Don't Say Yes When You Want to Say No (3)	Dell/Hazelden	Pamphlet
First Aid for Depression (2)	Hazelden	
Alone But Not Lonely (2)	Hazelden	Pamphlet
Living Drug-Free (2)	Hazelden	Pamphlet
A Sober Self-Image for Young Adults (2)	Hazelden	
Straight Back Home (2)	Hazelden	
Now What Do I Do for Fun? (2)	Hazelden	
How Do I Get Unstressed? The Bare Facts (2)	Hazelden	
Fiction		
Sarah T.—Portrait of a Teenage Alcoholic (2)	Ballantine Books/Hazelden	
My Name Is Davy—I'm an Alcoholic (2)	Signet/Hazelden	
For the Professional		
Chemical Dependency Treatment Programs: A Guide to Referral	Hazelden	
AIDS/HIV		
Level 1		
AIDS News Comic Book	People of Color Against AIDS	
AIDS: Think About It	Network Publications	Pamphlet
Level 2		
What Do We Know About AIDS?	Network Publications	Pamphlet
What Young People Should Know About AIDS	Channing L. Bete Co., Inc.	Workbook
What Everyone Should Know About AIDS	Channing L. Bete Co., Inc.	Workbook
Level 3		
Drugs & AIDS	D.I.N. Publications	Pamphlet
Acquired Immune Deficiency Syndrome	U.S. Department of Health and Human Services	Pamphlet
What Women Should Know About AIDS	Network Publications	Pamphlet
Teens and AIDS!	Network Publications	Pamphlet
Latest Facts About AIDS (AIDS, Sex, and You)	American Red Cross	Pamphlet
Latest Facts About AIDS (Facts About AIDS and Drug Abuse)	American Red Cross	Pamphlet

CHAPTER 11

Curriculum and Instruction

Independent study is an alternative instructional strategy, *not* an alternative curriculum (*Education Code* Section 51745(a)(3)). Independent study provides the opportunity to design a program of study that is more responsive to the academic, personal, and social needs of the individual students than some traditional approaches. This option allows students the freedom to explore, research, and develop skills based on their individual needs and interests. The student's needs and interests will be reflected in the written agreement for independent study. The student and parent can have input into the kinds of completed work assignments for which the student will be responsible and which demonstrate what has been learned, what skill or competency has been acquired, or what knowledge has been gained.

Curriculum development for independent study should be undertaken with the understanding that its purpose is not to develop a separate curriculum but to provide an instructional alternative for quality education consistent with district office guidelines. Independent study students may need a different approach to the educational process that takes into consideration their learning styles, interests, and ages, but essentially the students are no different from other students in similar situations. Evaluating "productive work/study" is necessary for ADA purposes; academic credit is based on completed

work and the level of mastery that the student displays. Simply to say "Complete this book and you'll earn one unit of credit" does not meet quality guidelines. The student needs to complete the activities that go with assigned readings and demonstrate through an appropriate assessment process that learning has taken place; that is, skills have been learned, knowledge has been obtained, and attitudes have been developed. The student must demonstrate competency in the subject area that indicates the student is ready for the next step in the educational process.

Significant resources for curriculum development and instructional improvement are the state frameworks and model curriculum guides. Copies may be ordered from the California Department of Education, Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95812-0271. The resources are listed in the *Selected Publications* catalog published periodically by the California Department of Education.

The curriculum adopted, adapted, or developed for independent study must reflect the established standards and be evident in students' results. The curriculum for independent study will typically have flexible components because ideally each lesson plan is tailored to the student's particular learning style.

Providing *relevant quality education* in independent study is a continual challenge. Goals must be established. The curriculum and activities must be developed and implemented through the agreement. Curriculum developers must develop both required and optional activities that lead to measurable outcomes, taking into consideration students' needs and learning styles.

One of the goals of independent study is to meet the demands of the workplace. The school's responsibility is to ensure that the educational program prepares students for responsible citizenship, future learning, and productive employment. Social skills must be developed. It is important that students are able to see the connection between school and the world of work to keep motivation for learning high. Curriculum developers must understand the knowledge and skill levels needed in the workplace and the expectations that employers have and incorporate that information into the curriculum planning. Although course content must prepare college-bound students, it must also provide non–college-bound students with the knowledge and skills to find better jobs and achieve personal satisfaction.

The Secretary's Commission on Achieving Necessary Skills (SCANS) of the Department of Labor was asked to examine the demands of the workplace and to determine whether young people are capable of meeting those demands. The SCANS research verifies that what we call *workplace know-how* defines effective job performance today. That know-how has two elements, *competencies* and a *foundation*. The report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. (See "Workplace Know-how: SCANS Reports—Five Competencies" and "Workplace Know-how: SCANS Reports—A Three-Part Foundation" at the end of this chapter.)

A Curriculum Development

Some schools using independent study have paid curriculum developers; in other schools, teachers help write the courses as part of their regular duties. Often, mentor teachers offer assistance. Schools should be encouraged to design and modify the curriculum to meet the needs of the individual student. Independent study teachers can design special coursework with their students to allow them to pursue individualized, specialized, or advanced interests beyond the regular curriculum.

The independent study curriculum must have definite learner goals and objectives based on quality educational standards. Assignments should be structured so that they can be reviewed and evaluated in terms of the student's competencies and productivity. One way to implement this process is to employ teachers who have classroom experience to write curriculum for and to supervise students' independent study. These teachers would have standards based on classroom experience by which to develop or adapt curriculum and evaluate students' independent study. Clear learning objectives should be outlined for every student and group of students.

Expanding Course Offering

Often a school's size, needs, and budget will determine what courses are offered. These conditions

could necessitate finding alternative ways to deliver the curriculum. For example, a regular classroom foreign language teacher could teach foreign language on an as-needed basis after the regular school day. This teacher could adapt the lessons for independent study, using the curriculum, textbooks, supplementary materials, and cassettes already available. Foreign language could then be added to the independent study course offerings without requiring extensive curriculum development or expensive purchases. Also, in courses such as laboratory sciences and industrial arts electives, cooperative situations could be developed to enable independent study students to attend on-campus classes daily. (See Chapter 4 on staffing and Chapter 8 on attendance accounting procedures for additional suggestions.)

If other courses need extensive curriculum development, mentor teachers could be contacted to do this as part of their mentor teacher assignments. For example, an elementary mentor teacher could develop integrated thematic language arts units that are adaptable for use in independent study.

Meeting "a–f Requirements"

The University of California requires students to complete all the "a–f subjects" for admission. Students must take college preparatory courses in U.S. history, English, mathematics, laboratory science, foreign language, electives that include advanced levels of the preceding subjects, history–social science, and visual and performing arts. The courses that are taken to satisfy the subject requirements must appear on the official University of California Certified Course List of the school the student attended and for the year the student took the courses. Similarly, the California State University system has an approved course list that is used for admission to the university. For further information and course listing, contact either the Admissions Office or the School and College Relations Office at your local university.

High schools offering independent study should ensure that independent study instruction maintains the same standards and transferable credits. If an alternative school offers only independent study, procedures should be followed to establish a certified course list with the University of California.

Schools establishing their first course list need to provide a syllabus for each course to the university that satisfies the subjects specified in the university's a–f course pattern of requirements. These lists are planned to reflect the exact course titles as they are entered on the high school transcript and are to include only those courses which meet the a–f subject requirements. Additional information about the school should be provided, including the date the school opened and the year the school received Western Association of Schools and Colleges accreditation. For further information about university "a–f requirements," contact the University of California, Office of the President, Student Academic Services, 300 Lakeside Drive, 17th Floor, Oakland, CA 94612-3550.

Meeting Traditional Goals in Nontraditional Ways

Teachers need a wide variety of options to develop a curriculum that appeals to the students while it expands their knowledge, increases their competencies, and simultaneously meets traditional goals. Independent study is the ideal medium for stretching the skills of the elementary child, rekindling the curiosity of a bored teen, or helping the returning student develop real-life skills while earning credits toward a high school diploma. Again, the California Department of Education's curriculum frameworks and related publications contain much that will be helpful in achieving flexible and imaginative curricula. Independent study teachers could work with vocational and/or business community people to develop curricula to assist students' transition to the world of work. In addition, they could develop specialized curricula to assist work experience students in gaining the knowledge and skills they need to become successful in their chosen vocational fields.

Offering a flexible curriculum means that an elementary student who is on an extended trip with parents need not fall behind classmates in mathematics, reading, and English. That child's teacher may develop independent study written agreements which cover the traditional courses and capitalize on the child's travel experiences. The child and the teacher, as well as the child's parents, could discuss some options and develop goals and objectives that are meaningful and educational. For example, the child could keep a daily journal of the trip, describing

places visited, people met, and sights and sounds experienced. A journal, narrative poem, or oral presentation before other students or a specified group could satisfy that student's English assignments. Mathematics assignments could include activities such as recording and computing daily travel distances, travel time, and gasoline mileage.

Another example of a flexible curriculum might stimulate an elementary school child who does not want to read the standard reading texts or who does not like to do mathematics but loves dinosaurs. That child could learn mathematical concepts and sharpen his or her skills by completing the work according to a written agreement which had the objective of comparing the lengths and weights of the child's favorite reptiles. This could be done by computing the differences in the weights and heights and measuring out the creatures' actual lengths in both standard and metric measurements. Research skills would be a natural offshoot of such a contracted inquiry.

A mathematics contract could compare the sizes of different animals or figure out how far an animal could travel specific distances by traveling at the normal rate; or compute what kinds and how much of various foods would be needed by the animal to remain healthy and the cost.

The possibilities for exploring career opportunities are wide and varied, too. The student could complete work on a career exploration contract by interviewing local veterinarians and zoo staff, for instance. The student could then write reports or discuss what was learned about their educational backgrounds, specialized training, salary ranges, favorite and most unpleasant aspects of their jobs, and so forth. Videotape equipment or tape recorders could be used to present a report.

History might be more interesting if the student approached it from the angle of researching the developments of the different breeds of horses or dogs, for example, and their uses to people. For example, the knights needed heavy fighting horses, which were later used to pull wagons and trolleys through the streets of the United States and Europe. The student could contract to do a variety of art projects demonstrating what she or he had learned.

An excellent biology contract could be developed around animals by using many different community resources. The student could interview veterinarians or research common diseases, work in the laboratory with a veterinarian, or learn about common injuries suffered by pets.

Teachers should place emphasis on encouraging students to read on their own and to express their thoughts and feelings in writing. See the California Department of Education publications *Practical Ideas for Teaching Writing as a Process* (1987) and *Handbook for Planning an Effective Writing Program: Kindergarten Through Grade Twelve* (1986).

Students learn better when they see the connection between the learning and real-life situations. For example, learning to subtract accurately becomes important when the student is learning to balance a checking account statement. Computing and comparing percentages becomes more meaningful if the student has to figure the cost of various rates offered on new car loans. Learning to spell and punctuate correctly is more important when the student is preparing a résumé or an imagined quarterly report for the boss. Taking an interest inventory and developing a one-year, five-year, and ten-year career plan while interviewing people in jobs that the student may want to pursue enable the student to fulfill a career exploration assignment or an English assignment. Independent study offers the opportunity to incorporate a student's strengths, interests, and aptitude into the established curriculum. The accompanying chart provides further suggestions for activities related to various subject areas.

Structuring Assignments

To be successful in independent study, students must learn to budget their time to achieve the desired outcomes for all assignments. Assignments need to be structured with flexibility so that they can be modified to meet students' needs. The teacher must be able to help the students develop study plans to maintain a high level of productivity. In evaluating each assignment, the teacher must be prepared to monitor the student's progress and adjust the assignments as needed for remediation or acceleration.

Note that the curricular needs of students on full-time, long-term independent study, especially elementary students studying at home, are often unique. Parents and the teacher work as a team to meet the students' needs. See Chapter 7, "Home Independent Study," for suggestions on lesson planning, resources, assessment procedures, and other pertinent information.

Suggested Strategies for Creating an Independent Study Curriculum

There are some basic steps that can be helpful in the process of developing a curriculum for independent study. The curriculum must be comprehensive, systematic, and developmental. Before beginning this process, those writing the curriculum spend time researching existing curriculum. It is recommended that anyone writing an independent study curriculum should have an understanding of independent study as an instructional strategy to ensure that student needs are met.

The role of teacher must be highlighted. Teachers should see the act of teaching as a dynamic one that allows students to grow through encounters with coursework and human experiences. Piecework and fragmented work sheets isolating a single skill should be replaced with activities and assignments designed to involve the student in active thinking, responding, exploring, and shaping ideas. Besides using a wide range of materials and teaching strategies, teachers should develop creative educational uses of the media and technology that are an integral part of the student's world and the workplace.

Strategies	*Resources/Comments*
Review.	
• Expected performance standards • Content of appropriate curriculum frameworks	• State frameworks and model curricula • State, county, and district guidelines
Assess needs/strengths and weaknesses related to standards.	
• Student (if information is available) • School/program	• Staff input • Priority list of school needs • Review of facilities and audiovisual resources relevant to course needs to determine if available or if budget allows purchase • Knowledge of population served based on: - Learning-style test or questionnaires - Behavior/self-concept rating scales - Assessment test (mathematics, reading), including performance-based assessment and assessment and portfolios of students' work - Discussions/counseling - Occupational/vocational preference surveys • Type of independent study delivery; e.g., district, site-based, or home-based
Review resources.	• District/county resource personnel • Contacts with other independent study, comprehensive, and alternative education centers • County/school librarians (e.g., for library skills, research paper ideas) • Examination copies of textbooks, workbooks, computer software, publishers, and aids
Design instruction and gather resources.	• Educational standards specify what students should know and be able to do. They should be clearly defined *before* assessment procedures and exercises are developed. • Identify desired student outcomes.

Strategies	Resources/Comments
Design instruction and gather resources. *(Continued)*	• Solicit input of staff, students, and parents to ensure goals and objectives are consistent in both scope and sequence with state curriculum frameworks, model curriculum standards, and local curricula guidance documents. • Require specific level of achievement, mastery, or project completion. • Use district- or county-adopted guidelines and texts that are consistent with state development of curriculum. • Evaluate the publisher supplied resources for possible inclusion. • Utilize the needs of variant student learning styles in materials selection and instruction. • *Note:* Although the course may be divided into various assignments, it helps to have an overview of the areas to be covered so that no area is overlooked and scope and sequence are appropriate. • Determine what portion of book or how much material will be used for each lesson. • *Do not* divide the number of pages in a textbook by the number of school days and assign that many pages each day. • Incorporate flexibility and creativity necessary to adjust to individual needs. • Design for "mastery of learning"—not "coverage of" • Use supplementary instructional materials and audiovisual aids. • Determine instructional methods. • Determine the appropriateness of field experiences. • Incorporate appropriate resources, writing across the curriculum, activities, and materials listed in *Model Curriculum Standards,* state frameworks, and other appropriate California Department of Education resources. • Order materials.
Design evaluation plan.	• Identify evaluations as an ongoing monitoring that includes students developing and monitoring their own performance and progress. • Be aware of the limitations of standardized and objective testing. • Use more informal and subjective measures assessment.

Strategies	Resources/Comments
Field test.	• Make sure all handouts to students are clear and legible. • Identify student who can pilot-test the course to determine whether directions are clear, the course requirements are realistic, and material is interesting, relevant, and supportive of student learning.
Review/revise/adapt instruction to meet student needs.	• After a pilot study, revise according to teacher and student input. • Once course is implemented, review and revise as needed.

Assessing Students' Progress

In the world of work, people are valued for the tasks or projects they do, their ability to work well with others, and their responses to problem situations. To prepare students for future success, both curriculum and assessment must promote this kind of performance. Assessment must be performance-based so that students have the opportunity to demonstrate knowledge and skills by performing tasks directly related to established standards. Although at times multiple-choice tests are appropriate, more emphasis needs to be placed on assessment that requires students to demonstrate more explicitly that they can use their knowledge to solve problems and communicate the results of their learning. With an emphasis on writing across the curriculum, courses besides English could include assessments by oral, written, or audiovisual presentations, essays, portfolios, projects, photographic journals, and laboratory reports. The assessment process must ensure that student progress is measurable and that the teacher can document that learning has occurred. The curriculum must include activities which promote the development of critical thinking and problem solving abilities. The assessments should measure the development of these processes and abilities.

Essential to the success of the assessment process is the determination of necessary student outcomes at the *beginning* of the curriculum development process. Too often the assessment is planned to fit the existing educational system rather than as a criterion for the student's success. For example, if part of the student's learning in science includes problem solving, a laboratory experiment final would be more appropriate than a multiple-choice examination. This laboratory experiment could be one found in a computer software program or a take-home examination that would include regular household supplies.

B Student Portfolios

Also essential to successful assessment in independent study is the appropriate and effective use of student portfolios. Portfolios can provide:

- Evidence of performance beyond factual knowledge gained
- Assessment records that reflect the emphases of a good instructional program
- A permanent and long-term record of a student's progress, reflecting the lifelong nature of learning
- A clear and understandable picture, instead of a mysterious test score number
- Opportunities for improved student self-image as a result of showing accomplishments rather than deficiencies
- Recognition of different learning styles, making assessment less culture dependent and less biased
- An active role for students in assessing and selecting their work

Educators should look at many portfolios before trying to establish a standard of assessment. Because portfolios should reflect the instructional goals of each situation, the detailed description of assessment standards will vary.

Suggested Strategies for Student Assessment

Use of the following suggested strategies will produce products that could become part of the student portfolio to show evidence of progress.

English

_____ 1. Single piece of writing chosen by the student
_____ 2. Reading response
_____ 3. Oral presentation evaluation sheet
_____ 4. Self-evaluation
_____ 5. Response journal
_____ 6. Artifact (such as a drawing, poem, chart)

Social Science

_____ 1. Journal entry/learning log
_____ 2. Research project
_____ 3. Oral presentation evaluation sheet
_____ 4. Self-evaluation
_____ 5. Artifact (such as a drawing, poem, chart)
_____ 6. Field trip observation report

Science

_____ 1. Written selection from work completed
_____ 2. Student report on laboratory experiment to solve a problem that he or she developed
_____ 3. Laboratory experiment write-up
_____ 4. Field observation report
_____ 5. Research project
_____ 6. Oral presentation evaluation sheet
_____ 7. Self-evaluation
_____ 8. Artifact (such as a drawing, poem, chart)

Mathematics

_____ 1. Written descriptions of the results of practical or mathematical investigations
_____ 2. Learning log
_____ 3. Mathematical biography, renewed each year
_____ 4. Self-evaluation
_____ 5. Artifact or oral presentation evaluation sheet
_____ 6. Anecdotal record of student response to a presented problem
_____ 7. Student interview during or after an investigation
_____ 8. Pictures and dictated reports from younger students
_____ 9. Extended analyses of problem situations and investigations
_____ 10. Descriptions and diagrams of problem-solving processes
_____ 11. Statistical studies and graphic representations
_____ 12. Reports of investigations of major mathematical ideas, such as the relationships that functions, coordinate graphs, arithmetic, algebra, and geometry have to one another
_____ 13. Responses to open-ended questions or homework problems
_____ 14. Reports and photographs of student projects

Fine Arts

_____ 1. Written selection about a play, playwright, musician, or artist
_____ 2. Artifact (such as a drawing, poem, chart)
_____ 3. Field trip observation report (such as art gallery or museum)

Miscellaneous (For all content areas when appropriate. See "Suggested Activities for Accommodating Students' Learning Styles," page 11-16.)

_____ 1. Video, audio, and computer-generated examples of student work
_____ 2. Learning logs
_____ 3. Student self-report of what has been learned and/or what is yet to be learned
_____ 4. Field observations
_____ 5. Self-assessment surveys and questionnaires
_____ 6. Photographic journals
_____ 7. Dramatic performance
_____ 8. Student designs and inventions
_____ 9. Bulletin boards
_____ 10. Investigation report
_____ 11. Simulations
_____ 12. Models
_____ 13. Written responses to open-ended questions
_____ 14. Exhibitions

SAMPLE

Suggestions for the Response Journal

1. List questions about puzzling passages that are good for discussion.
2. Copy favorite passages from reading assignment to comment on it (style, art, personal experience).
3. Respond to what seems to be the most important sentence or word in reading assignment and give reasons for choice.
4. Respond to questions about a character.
5. Examine values of a character you like.
6. Examine values of a character you dislike.
7. Make predictions about what comes next and why.
8. Discuss events in the plot sequence.
9. Examine different versions of the story (e.g., the printed version in relation to the video version).
10. Summarize what you have learned.
11. Imitate the style of a passage.
12. Comment on the relevance of a passage to its historical context or to the present.
13. Comment on themes or structure.
14. Analyze plot, theme, setting, and so on.
15. Comment on quotation assigned by teacher.
16. Analyze similarities and difference in literary works, characters, events, setting.
17. Argue about ideas in a work.
18. Defend different points of view.
19. Reflect on learning gained in reading a work of literature.
20. Discuss insights gained from the work.

SAMPLE

Learning Log

A learning log is a daily record written by the student, or by the parent for a child who is not able to write, about learning experiences. In connection with the curriculum, it may be an exercise in writing as well as a tool for capturing student questions, insights, observations, and the like for the student's own use and subsequently for the teacher's benefit. For both the teacher and the parent, it may provide a means for helping the student to answer the question, What did you learn? For the student the log can be effective in increasing retention because it allows the student to think through and express ideas in a few statements.

To help the student use a learning log effectively, the teacher will need to use motivational factors peculiar to the student—assisting, coaching, and encouraging the student. Care should be taken to keep the log in a systematic way and to preserve the record.

Before or after a lesson or assignment, the teacher may supply the student with questions such as the following:

- What did I learn today about _____ ?
- How would I compare _____ to _____ ?
- What was confusing to me?
- What would I like to learn more about?
- If I wanted to teach this materials to another student, how would I do it?
- In what way(s) will I use this information?
- What did I like about this lesson/assignment?
- What would I do differently in the future?

The questions may be used for unobtrusive evaluation purposes, but their primary purpose should be to reinforce the experience and make it positive for the student.

SAMPLE

Supplemental Activities

Subject area	*Student's activities*
Interdisciplinary Studies (Foreign language, English, Science)	• Attend multicultural events in community (e.g., Cinco de Mayo, Tet holiday celebrations). • Visit culturally diverse areas in community and report on experiences. • Plan the habitation of an island. • Conduct a geographical search for islands in the French territory of the West Indies. • Write a letter in a foreign language, French, for example, to contract for purchase of the island. • Interview ship owners who have traveled the area. • Collect information from city natural science centers or UC agricultural extension concerning possible food sources.
Economics, Accounting, or Mathematics	• Learn how to set up personal budget; balance checkbook; determine the best car, home, bank loan. • Run school fund-raisers as projects. • Create an imaginary business; show expenditures and revenues; record profits or losses; pay dividends to stockholders. • Buy and sell stock with an imaginary inheritance; record profits and losses.
Art, Journalism, English	• Develop advertising campaigns for local businesses for real or imagined products. Create and produce a videotaped presentation.
Career Education	• Plan a career day: - Participate in work experience program. - Invite local businesspersons. - Write invitations and thank-you letters. - Develop partnership with local business to provide on-the-job training experiences coordinated with academic studies. - Attend ROC/P, vocational classes at adult education centers, and community college classes.

C Curriculum Frameworks and Model Curriculum Standards

A course traditionally is a unit of work that a student completes in a semester or during a prescribed period of time. Learning activities should enable a student to complete course objectives and earn credit or receive grade-level promotion at a rate equal to that of the average student in a traditional course of study. Credits are awarded on the basis of the time equivalent to a semester period or the content equivalent to a semester period. (See *California Code of Regulations, Title 5*, Section 1600, for definitions.)

Some or all the following should be required as part of the evaluation process before credit or grade-level promotion is issued:

- Demonstration of mastery of the subject at the appropriate level
- An oral or written test, report, or project
- A student's portfolio (folder or binder that includes samples that are representative of a student's work or that meet the requirements of a particular course of study)
- Other presentations (multimedia)
- Computerized assessment

The adopted course of study for grades one through six includes instruction in English, mathematics, social sciences, science, fine arts, health, physical education, and other studies as prescribed by governing boards.

The minimum standards for courses of study for grades seven through twelve are delineated in *Education Code* Section 51220 and include English, social science, foreign language, physical education, science, mathematics, fine arts, applied arts, vocational-technical education, automobile driver education, and other courses of study prescribed by the board. (Refer to *Education Code* Section 51210 and *Education Code* Section 51220 for specifics.)

Requirements for high school graduation are specified in *Education Code* Section 51225.3.

The California curriculum frameworks describe the core curriculum and provide direction for effectively transmitting skills, knowledge, and understandings to all students. Model curriculum standards and curriculum guides are intended to provide models, not a rigid mandate. The California Department of Education does not prescribe course content. An independent study course which meets the requirements set by the school board is acceptable (*Education Code* Section 51226).

Recent resource curriculum publications available from the California Department of Education, Bureau of Publications, are essential for curriculum development. It is strongly recommended, therefore, that districts obtain the most recent publications and models before they begin to develop the district's independent study curriculum guidelines. Contact the district, county, and state curriculum specialists as needed.

D Use of Technology in the Curriculum

The use of technology-based resources in instruction can be valuable if it addresses the student's learning style. A student who has unsuccessfully repeated the same books and materials may make better than average gains through computer-assisted learning. Students may have home computers and other appropriate technology, enabling the home to provide learning experiences that can be integrated into the independent study learning plan or that may supplement it.

Many students are motivated by technology-based resources, such as laser videodiscs, camcorders, VCRs, computers, and modems. Excellent materials in all subject areas are available at most school sites and district and county library media centers. Software and video resources are also available via local, state, and national telecommunications networks.

Some types of software contain multiple-level tests or test banks that can be used as part of a pre- or postassessment of students. Computer programs are available that allow students to replicate science dissections and experiments at low cost and with low safety risks. The programs also allow students to redo the activities as needed for mastery of learning.

E Students' Learning Styles

An integral part of curriculum planning is determining how the lessons will be delivered and evaluated.

There is a need to consider not only the interests and abilities of each student but also the manner in which he or she learns. Some people know that if they see something they will remember it. Others know they will have to write it down. Some learn more rapidly when they can hear the lesson. Everybody must use his or her strengths to the best advantage. By realizing their own strengths and weaknesses, teachers can be more sensitive to the student's strengths and weaknesses and avoid imposing their own style on others, who may learn best in a different manner.

When determining a student's learning style, consider the following factors:

1. Physical/psychological
   - Auditory, visual, and tactile/kinesthetic learner
   - Diet
   - Allergies or other physical problems
   - Morning, afternoon, evening, or night learner
   - "Sitter" or "mover" when learning
   - Location (home, library, school)
   - Structuring of activities daily, weekly, or for long-term deadlines
   - Motivation (self, teacher, rewards, recognition)
   - Level of maturity and responsibility
   - Determination
   - Short or long learning sessions (short or long breaks)
2. Learning environment
   - Level of noise (quiet room, music)
   - Lighting
   - Temperature
   - Furniture (chairs, couches, bean bags)
   - Flooring
   - Color scheme
3. Learning situations
   - Individual or in pairs
   - Teacher, peers, or tutor
   - Team approach
   - Small group (driver education, parenting, art, self-esteem, substance abuse prevention and intervention, creative writing)
   - A combination of two or more of the above

The descriptions of students' learning styles and strategies on the following pages contain information and suggested activities that could be used in most independent study assignments regardless of age or subject matter.

Although all three kinds of learning should be developed, a student should use his or her own dominant learning style when under the pressure of studying for exams or being assessed or evaluated. When complex or multiple concepts are being presented, many different approaches may be needed for the student to gain a better understanding of the subject. If a concept is readily understood, using only one approach may be sufficient for the student to grasp the necessary elements of that subject.

SAMPLE

Student Learning Styles and Strategies

Mode	Auditory	Visual	Tactile/Kinesthetic
Learns information best by:	• Hearing	• Seeing	• Feeling, touching, manipulating, or body movement
Characteristics for recalling:	• The more heard, the greater the recall	• Learns quickly, can forget quickly • Needs to write to strengthen recall	• Must write to recall material learned, such as outlining material • Needs to write to strengthen recall
Observable traits:	• Moves lips or whispers when memorizing	• Closes eyes or looks at ceiling when recalling visual picture	• Uses fingers to count off items or writes in air • Traces over or around surfaces with fingertips
Most productive learning techniques/ projects:	• Lectures/oral presentations • Cassettes, records • "Talking through" a map, graph, or chart in the text • Reading aloud • Discussion	• Pictures, diagrams, maps, graphs, movies and films, globes • Videotapes • Seeing material written on the board • Doodling/pictures/memory keys • Readings • Color coding of assignment/activity sheets • Student notebook, divided with places for notes, written work, project	• Task card electroboards • Manipulatives • Computer software • "Hands-on" classes, such as science, shop, music, and so on • Costumes • An oversized writing implement • Models • Puzzles • Experiential learning • Simulations/role-playing • Experiments • Body games • Movement • Pantomime • Dramatizations • Cut and paste activities • Flip books • Food testing

Student Learning Styles and Strategies *(Continued)*

Mode	Auditory	Visual	Tactile/Kinesthetic
Techniques to improve concentration:	• Write summary statements. • Underline. • Design questions in the margin.	• Read for topic ideas. • Outline or map. • Create flashcards. • Define marginal notes. • Highlight. • Draw. • Take notes.	• Use "hand pacing" so the words are touched (make a fist; keep it one line ahead of eye's focus point; glide over the line of print). • Highlight. • Use maps/charts/illustrations. • Take notes: underline; use marginal notes; design questions. • Draw.
Suggestions for the independent study teacher:	• Tape recorder/record player assignments • Visual stimuli with auditory support • Lecture method • Students read aloud/verbal discussion • Storytelling with visuals • Music, poetry, riddles, rhymes • Oral explanation of written assignment • Oral evaluation	• Manual visual stimuli (artwork, posters, alphabet) • Workbooks, work sheets • Reading silently • Movies, slide shows • Graphs, maps, charts • Frequent use of chalkboard • Written assignments with oral explanation • Written evaluations	• Give oral or written assignment; have student write contract out • Oral, written, or project evaluation

F Suggested Activities for Accommodating Students' Learning Styles

The following activities can be used to replace traditional paper-and-pencil exercises and thereby accommodate students with different learning styles:

Banner
Book box
Booklet
Book cover
Book jacket illustration
Book report
Bulletin board
Calendar
Cartoon
Catalog
Characterization
Charades
Chart
Classify
Coat of arms
Collage collection
Compare/contrast
Compose music
Computer software
Construction
Creative writing
Crossword puzzles
Dance enactment
Daily log
Debate
Demonstration
Discourage
Description
Design
Diagram
Dialogue
Dictionary
Diorama
Discussion
Display
Dramatic dialogue
Dramatization
Drawing
Edible art
Electroboards
Eulogy
Exhibit
Experiment
Field trip
Game
Graph
Hanging paper chain
Illustration
Interview
Inventions
Kiosk
Lab
Lifeline
Listening log
Literary/media critique
Mandala
Manipulatives
Map
Mask
Memorabilia box
Mobile
Model
Monologue
Mosaic
Movie review
Mural
Oral report
Origami
Painting
Panorama
Panel
Pantomime
Papier maché
Painting
Photography
Picture
Picture book
Picture dictionary
Play
Poster production
Puppet play
Puzzle
Quilt
Quiz
Reading log
Recipe
Role-playing
Sample display
Scrapbook
Scroll design
Sculpture
Sequence story cards
Shadow box
Silhouette
Simulations
Skit
Slide show
Song writing
Speech
Story
Storyboard
Storytelling
Survey
Tape-record
Task cards (learning cards)
Television show
Time capsule
Time line (words, dates, pictorial events)
Totem pole
Travelogue
Videotape production
Videotape viewing
Visual story collage
Weaving
Word posters
Word search
Writing for publication
Written report/project

Use of Media to Enhance Curriculum for Kindergarten Through Grade Three

In the primary grades, use of the media is limited in the area of publications. If you need primary resources, consult a district or county office of education media specialist for help in selecting publisher-prepared weekly or monthly newspapers and magazines that are appropriate at this level. These publications usually have excellent guides and activities which can be used in the classroom or adapted for independent study uses.

Below are some examples of how media can enhance the curriculum.

Why Use Media to Enhance Curriculum?

Regardless of the grade level, various forms of media can be used to enhance the curriculum offerings when they:

- Are curriculum based.
- Present a close-up view of the world.
- Promote visualization of abstract concepts.
- Accommodate a variety of learning modalities/ teaching styles.
- Provide an efficient delivery system.
- Function as a tool of the information age.

Newspapers/Magazines/Publications designed for classroom use can be used for:

- Current event reporting for language arts, social studies, science (see sample at the end of Chapter 11)
- Written reports/research projects and activities

- Interpretation of editorials in social science or English
- Selecting headlines, articles, photographs, or captions that could be used in collages for art or social science
- Summarizing articles for the main idea, using Who? What? Where? When? Why? and How?
- Improving the reading rate
- Increasing vocabulary
- Learning sequencing (follow major story for days) for social science, science, or English
- Learning to distinguish fact from opinion
- Making social science (current events, government) relevant to students
- Encouraging students to develop their own class or home newspaper (e.g., write articles, draw political cartoons or comic strips)
- Obtaining ideas for creative writing (poetry, short story, plays)
- Maintaining a file of news items on one subject (e.g., science) or one country and possibly utilizing this information to develop a project or activity related to a specific course
- Rewriting a story in the newspaper, relating it to something just studied as if it happened 20 years from now, or 20 years ago (e.g., the use of pesticides)

Radio/Television (Video/Films). Some teachers use the following:

- Instructional television
- Listening logs and TV viewing work sheets
- Movie review sheets

Developing Oral and Listening Skills

Even when a student's dominant style is not auditory, a student enrolled in independent study needs a curriculum that provides an opportunity for the development and enhancement of oral and language skills. It may be a challenge to the curriculum developer and the teacher to find or create experiences for learning, reinforcement, and the appropriate means for assessment. The following list includes activities which may be helpful in this area:

- Dramatization
- Interview
- Storytelling
- Commercial
- Sales talk on book
- Monologues
- Role-playing
- Cooperative learning groups/small-group classes
- Discussion
- Speeches
- "Show and tell"
- Audiotapes/videotapes/films
- Newspapers/magazines
- Radio/televisions

Independent study teachers must be flexible when creating alternative activities that assess the student's speaking and listening skills.

G Specialized Resources

Videotapes

Videotapes usable for instructional enrichment are available for rental or through district or county schools, county office of education media centers, and local libraries. Video movie guides are available for purchase. Networks will allow schools to tape their programs and provide schedules of educational programs. In addition, they provide quality videotapes for sales to schools at reduced prices.

Periodicals

Many fine children's magazines are available today. Magazines can be invaluable at all grade levels, particularly in the area of science, since most libraries do not have a large enough budget to buy sufficient up-to-date science books. Contact the local post office for periodicals which cannot be delivered, because these can be donated to nonprofit organizations and schools. To get these magazines, the school must request them and specify the type of periodicals that are not desired.

Students' Products

Students enjoy submitting their products (articles, stories, poetry, artwork, photography) for publication. Library reference sources list markets as well as details on the kinds of work that would be acceptable. Most local bookstores carry the recent editions of writers' publications as well as magazines that publish students' work. Request a copy of each publication's guidelines for specific information.

A student bulletin board or school newspaper could feature these products. Schools could also

arrange art and literary displays at district or county offices and community locations.

Community Learning Experiences

Teachers and parents can incorporate experiences outside the school environment.

To be meaningful, individual field experiences need to be integrated into the curriculum. Group field trips within the context of independent study can be productive as well. See the sample "Field Trip Report" at the end of this chapter. It may be adequate to use the sample form without changes, but a more effective method is to involve the student in individualizing the report format for the event before the trip. (Be sure to check county and school travel regulations. Even if students travel on their own, county or school districts usually require forms to be completed and filed in the office.) Field trips can include local school productions, assemblies, guest speakers, or author days.

The chart on the following page provides further suggestions for using community resources in independent study.

Computer Software

Information about computer software for educational purposes can be obtained from the California Instructional Video and Computer Software Clearinghouses. They may be contacted through the Stanislaus County Office of Education; telephone (209) 525-4993. Their reviews are also available on line through the California State University CORE network, which may be contacted by calling (800) 272-8743.

H Physical Education for Independent Study Students

As part of a comprehensive approach to improving health, physical education helps students become fit and acquire knowledge to stay that way.

The governing board, with the active involvement of parents, administrators, teachers, and students, needs to adopt alternative means for students to complete the prescribed course of study. These may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, interdisciplinary study, independent study, and credit earned at a postsecondary institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to students, parents, and the public. Refer to *Education Code* sections 51210, 51220, 51222, 51223, 51225.3, 51241, and 51242.

The State Board of Education, in September of 1992, adopted the *Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve*. The framework establishes three goals for physical education instruction in which related disciplines are identified to give further guidance in the development of comprehensive physical education programs. The disciplines for Goal: Movement Skills and Movement Knowledge are motor learning, biomechanics, and exercise physiology. The disciplines for Goal: Self-image, Self-esteem, and Self-actualization are human growth and development psychology. Sociology, humanities, and historical perspective in physical education are the disciplines of Goal: Social Development and Social Interaction.

To facilitate the planning of a curriculum that includes all of the components, yet is practical, functional, and manageable, the physical education curriculum section of the framework has been organized according to grade level. The grade-level themes related the curriculum to the child's stage of development at each grade level. It also unifies the curriculum in terms of the three goals and the eight disciplines.

Because the developmental range of students is so diverse, physical education programs must offer a broad variety of activities and allow students some selection, especially the older students. Independent study and proficiency testing are encouraged as alternative methods to help students achieve the goals, objectives, and competencies of the core program, but independent study methods may not be used to avoid competencies.

The *California Code of Regulations, Title 5*, Section 10060, lists criteria for eight content areas of curriculum required for each student in high school physical education programs. These areas must be addressed in a developmental sequence over the number of courses that the district requires for graduation. The eight required content areas include the following activities: aquatics, combative, effect

Community Resources and Activities

Site	*Supplemental activities*
Business and industrial sites	• Career exploration projects • Field trips • Work experience
Libraries	• Resource for school projects, term papers • Encouragement of reading • Tutoring services available for adults who have literacy needs
Farms and other agricultural settings	• Science units • Horticultural units • Experiential learning
Museums	• Field trips • Art appreciation activities • Historical, scientific projects
Government agencies	• Field trips to courts and legislative bodies • Community service • Internships • Consumer education field trips, sources for projects
Parks and other natural resources	• Physical education units • Science units
Media facilities	• Field trips to radio, television, cable stations • Career exploration
Concerts, movies, plays, and other cultural events	• Ethnic fairs, holiday celebrations; e.g., Cinco de Mayo • School and local community productions

These experiences, when integrated into the curriculum, can enhance the educational program.

of physical activity on dynamic health, gymnastics, individual and dual sports, mechanics of body movement, rhythm and dance, and team sports.

All physical education programs, including adapted, modified, and continuation programs, must address these content areas. A balanced program will include psychomotor, cognitive, and effective components of each area while it permits students to pursue their special interest and to participate at their particular level of ability. Not every activity listed under each of the eight content areas must be addressed, but each of the eight areas must be covered in the curriculum with appropriate activities.

Assignment of students to physical education courses is made on the basis of individual needs, including factors such as health status, skill development, and grade level. Instruction is provided for students with physical limitations, including those with inadequate skill development and those who are physically underdeveloped. Reporting of students' achievement is based on all of the following: (1) evaluation of the student's individual progress and the measure of his or her attainment of the goals specified in each area of instruction listed under required content areas of this section; (2) tests designed to determine skill and knowledge; (3) physical performance tests; and (4) any other evaluation procedures required by governing board regulations. It is recommended that physical education programs focus on dynamic, sequential movement activities and health-related physical fitness. The California Department of Education's *Handbook for Physical Education* offers guidelines for program content.

It is important to interview all students to make sure there are no factors that limit their participation in physical education. Generally, a student who is physically unable to participate in regular physical education should not be exempted from physical education but be placed in a modified program designed by a qualified individual. Any exemptions must follow California's *Education Code* guidelines.

The State Board of Education Physical Performance Testing is in grade nine: "Continuation and independent study students will be given the Physical Performance Test if the school they are attending has the facilities required to administer the test, and if the students have sufficient time in their school day to participate in 4–6 weeks of preparation for the test." If you have questions about this matter, contact the California Department of Education at (916) 657-3011. See samples of course content and other sample forms in this chapter.

Remember that all physical education programs need to be balanced and cover all content areas, not just a few. Course descriptions should limit how much of the course should be addressed in one area. For example, offering a semester of bowling would not be providing a balanced program for a student. However, a program that includes bowling, swimming, gymnastics, and a unit on substance use and abuse would provide a balanced semester physical education course. If a student enters independent study with some physical education credits already completed, the teacher needs to evaluate what content areas still need to be covered. (See sample form.)

Smaller schools that cannot afford a teacher with a background in physical education could organize the following:

- Make arrangements with another school and obtain permission for the independent study student to take physical education on campus.
- Obtain the assistance of county or district specialists, retirees, or mentor teachers to develop and supervise the physical education program.
- Pay additional money for a teacher to facilitate the program as needed after school.
- Work with community agencies, parks and recreation programs, community colleges, and adult education programs to provide physical education options.

Note: Adult education diploma requirements do not include physical education; therefore, adult schools using the independent study strategy need not be concerned about this area of the curriculum.

Resources

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1993.

Handbook for Physical Education: A Framework for Developing a Curriculum for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1986.

Physical Education Model Curriculum Standards, Grades Nine Through Twelve. Sacramento: California Department of Education, 1991.

Physical Education Memorandum. April 18, 1989 (see Appendix), District/County Guidelines.

Any questions or concerns should be addressed to the Consultant, Physical Education Programs, California Department of Education; telephone (916) 657-3702.

Workplace Know-how: SCANS Reports
Five Competencies

Resources: Identifies, organizes, plans, and allocates resources.

A. *Time*—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
B. *Money*—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
C. *Material and Facilities*—Acquires, stores, allocates, and uses materials or space efficiently.
D. *Human Resources*—Assesses skills and distributes work accordingly, evaluates performance, and provides feedback.

Interpersonal: Works with others.

A. *Participates as member of a team*—Contributes to group effort.
B. *Teaches others new skills.*
C. *Serves clients/customers*—Works to satisfy customers' expectations.
D. *Exercises leadership*—Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
E. *Negotiates*—Works toward agreements involving exchange of resources, resolves divergent interests.
F. *Works with diversity*—Works well with men and women from diverse backgrounds.

Information: Acquires and uses information.

A. *Acquires and evaluates information.*
B. *Organizes and maintains information.*
C. *Interprets and communicates information.*
D. *Uses computers to process information.*

Systems: Understands complex interrelationships.

A. *Understands systems*—Knows how social, organizational, and technological systems work and operates effectively with them.
B. *Monitors and corrects performance*—Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions.
C. *Improves or designs systems*—Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology: Works with a variety of technologies.

A. *Selects technology*—Chooses procedures, tools, or equipment including computers and related technologies.
B. *Applies technology to task*—Understands overall intent and proper procedures for setup and operation of equipment.
C. *Maintains and troubleshoots equipment*—Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Workplace Know-how: SCANS Reports
A Three-Part Foundation

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.

A. *Reading*—Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
B. *Writing*—Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
C. *Arithmetic/mathematics*—Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
D. *Listening*—Receives, attends to, interprets, and responds to verbal messages and other cues.
E. *Speaking*—Organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative thinking*—Generates new ideas.
B. *Decision making*—Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
C. *Problem solving*—Recognizes problems and devises and implements plan of action.
D. *Seeing things in the mind's eye*—Organizes and processes symbols, pictures, graphs, objects, and other information.
E. *Knowing how to learn*—Uses efficient learning techniques to acquire and apply new knowledge and skills.
F. *Reasoning*—Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

A. *Responsibility*—Exerts a high level of effort and perseveres toward goal attainment.
B. *Self-esteem*—Believes in own self-worth and maintains a positive view of self.
C. *Sociability*—Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
D. *Self-management*—Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
E. *Integrity/Honesty*—Chooses ethical courses of action.

Strategies for Independent Study Physical Education

Student must:

- Specify the location of P.E. activity and show proof of instruction.
- Make a list of learning objectives to be met by participation (what is expected to be learned).
- Submit a document verifying level of proficiency (beginner, novice, intermediate, advanced), such as printed program, receipt, evaluation.
- Submit an attendance and performance record signed by an approved instructor of physical education activity.

Optional activities:

- Complete written assignments or one research paper, 3–5 pages long, on sports.
- Submit one written report, 3–5 pages long, on the importance of good nutrition.
- Complete a unit on drug and alcohol awareness.

Grounds for exemption: Exemption from regular physical education cannot be granted unless the physician's letter clearly indicates what kind of physical activity the student needs to refrain from doing. For example, a student who has a broken leg may not be able to participate in aquatics but could participate in a modified training program to improve upper-body strength.

Possible alternatives for offering physical education:

1. *Membership in athletic club*—Submit a copy of the membership card. Have a staff member at the club sign your Attendance and Performance Record. Bring a copy of health evaluation and contract.
2. *Enrollment in a YMCA/YWCA or recreational class*—Submit a copy of the receipt for enrollment. The instructor must sign the Attendance and Performance Record.
3. *Participation on a bowling team*—Submit a copy of the certificate of league play. Have a staff member at the bowling alley sign the Attendance and Performance Record. Must include proof of instruction and must pass a written test.
4. *Participation in roller skating/ice skating/ individual sports such as tennis*—Parent/guardian or a staff member of a facility must sign the Attendance and Performance Record. List the location where the activity took place. Bring receipts, score sheets, and so forth, when applicable. Must include proof of lessons.
5. *Participation in team sports*—Bring the teacher a copy of your team schedule. Have your coach or manager sign your Attendance and Performance Record. Submit proof of instruction.
6. *Modified physical education (*Education Code *Section 51241)*—Requires the completion of the modified physical education plan form indicating all limitations.
7. *Physical education lab*—When facilities are available, an independent study teacher could hold a lab as frequently as needed to instruct students (such as in golf and tennis) or provide learning practices (such as in volleyball or softball). Labs could include films, demonstrations, and group learning activities.

The following areas of instruction are included in the physical education program and are based on increasing levels of skill for ages four through nine:

a. Rhythm
b. Dance
c. Basic movement skills
d. Physical fitness
e. Games
f. Stunts and tumbling
g. Aquatics
h. Outdoor education

The following areas of instruction are included in the physical education program and are based on increasing levels of skill for ages eight through fourteen:

a. Rhythm
b. Dance
c. Basic movement skills
d. Physical fitness

e. Games and sports
f. Stunts and tumbling
g. Gymnastics
h. Aquatics
i. Combatives
j. Outdoor education

The following areas of instruction are included in the physical education program and are based on increasing levels of skill for ages thirteen through eighteen:

a. Rhythm
b. Dance
c. Physical fitness
d. Games and sports
e. Gymnastics
f. Aquatics
g. Combatives
h. Outdoor education

SAMPLE

Independent Study Physical Education
Complementary Media

The following could be used to provide a variety of techniques/activities when fully integrated into the curriculum.

Closed-circuit television
Computer-assisted instruction
Drawings
Films
Filmstrips
Instruction charts
Loop film projector
Loop films
Photographs
Posters
Programmed texts
Self-instructional kits
Simulators
Slides
Sports literature/magazines
Tapes
Task sheets
Textbooks
Videotapes
Workbooks

Adapting teaching methods according to students' needs is critical. Teaching methods can be adapted to the needs of students by using many techniques such as:

a. "Buddy" systems that pair students
b. Peer tutoring
c. Task cards or individualized learning packets
d. Community courses offered by agencies such as a department of parks and recreation

Individual Study

Suggested activities:

Movement exploration
Choreography
Creative solutions to problems
Career development
Research in sports, athletes, games, dance, dancers, gymnastics, aquatics, and physical fitness
Supervised independent skill practice in sports, games, dance, gymnastics, aquatics, and physical fitness

SAMPLE

Physical Education Evaluation

Name _____

Regular teacher _____

You need to participate in the following eight areas of physical education by the end of the second year of physical education classes. To help our teachers place you in the appropriate class, please complete the survey below:

Directions: In the space provided next to the area, list the activities you have already completed in physical education classes.

Area	***Activity***
Example: Games and sports	Soccer, basketball, baseball
Dance and rhythm	
Physical fitness	
Games and sports	
Gymnastics	
Aquatics	
Combatives (required for boys only)	
Outdoor education	
Substance awareness/health	
Total credits needed in physical education	

Note: This evaluation could be used to preassess the student to ensure that all areas of instruction are included in the physical education program.

SAMPLE

Modified Physical Education Plan

Student name: _____

Teacher: _____

Duration: _____

Justification: _____

Limitation of activities: _____

Modified plan: (Attach Attendance and Performance Record.)

Course description: _____

_____

_____

_____

General objectives: _____

_____

_____

_____

_____

Evaluation mode: _____

_____

_____

_____

_____

Signature of Supervising Medical Adviser

SAMPLE

Attendance and Performance Record

Student name: _____ Date: _____
(Last) (First)

Course title: _____

Course description

General objectives

In accordance with his/her ability and capacities, the student will:

Evaluation mode

1. _____
2. _____

Date	Activity	Hours	Signature	Date	Activity	Hours	Signature

Teacher's signature _____ Student's signature _____

Total number of hours _____ Number of credits _____

Teacher comments/grad _____

_____

_____

Next meeting(s): Frequency _____ Date _____ Place _____ Time in/out _____

SAMPLE

Physical Education Learning Objectives

With the assistance of your physical education supervisor, make a list of objectives that you hope to accomplish to complete the course. These objectives may enhance your knowledge of a game, help you develop muscle tone or endurance, increase cardiovascular fitness, and/or develop new skills. Some examples of a learning objective are: "At the end of the course I will be able to show flexibility by touching my toes without bending my knees"; "At the end of the course I will be able to list 10 safety rules for this sport."

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

_____
Student's signature

_____
Supervisor's signature

SAMPLE

Physical Education Attendance and Performance Record

Student name: _____ Unit: Bowling
(Last) (First)

Place: _____ Time: _____ Frequency of meeting: _____

Unit Description

The major emphasis is to develop and refine the skills or enable the development of skills so that the student can participate in a league and enjoy competing in a match. The course includes basic skills, equipment care and selection, etiquette, safety, terminology, rules, judging, and directing skills and strategy.

General Objectives

In accordance with ability and capacities, the student will:

- Demonstrate the elements of movement.
- Increase flexibility.
- Display agility and coordination.
- Assume responsibility.
- Show respect for rules and authority.
- Perform with skill in activities suitable for recreation.
- Identify community recreational opportunities.

Evaluation Mode

1. Proof of instruction
2. Score sheets to verify games bowled, signed by alley manager
3. Score sheets to show scoring ability and/or recap sheets
4. Test on rules
5. Hours of verified bowling activities

Date	Activity	Hours	Signature	Date	Activity	Hours	Signature

Total number of hours _____ Number of credits _____

Teacher comments/Grade: _____

SAMPLE

Letter to Publishers

NOTE: It is necessary to use letterhead stationery for all catalog or examination copy requests.

(Date)
(Name of publisher)
(Address)

To Whom It May Concern:

We are considering purchasing new instructional materials in (subject) for (grade level) students.

Please send your current educational catalogs and price lists for appropriate materials and textbooks to me at the above address.

Thank you for your cooperation in this matter.

Sincerely,

(Name)
(Title)
(Phone number)

SAMPLE

Field Trip Report

I certify that I have visited the following place on the date indicated as part of a study project for credit.

Place visited: _____

Date: _____ Time: from _____ to _____

Location: _____

Subject or area of concentration: _____

Subject in which credit is to be given: _____

Materials used: (maps, pamphlets, guides, books, listening devices)

General review:

1. Tell briefly what you thought was the most interesting or outstanding part of the experience.

2. List at least three other highlights of the experience.

3. List briefly other information/knowledge gained in the subject or area of concentration—or benefits derived by you from your participation.

4. Did your experience on this field trip stimulate your interest enough in any part of your area of concentration to motivate you to pursue the subject in depth? (Explain on back.)

5. Indicate how this relates to what you have been learning in your course.

Student's signature _____

SAMPLE

Observation Report

Name: _____ Date: _____

Governmental unit observed: _____

Court: _____ City council: _____

School board: _____ Other: _____

Day, date, and time of observation: _____

List the major governmental participants:

Citizen participation (individuals or groups):

Summary of observation:

Analysis of government in action:

SAMPLE

Field Trip Permission/Emergency Information

As part of the independent study program, a field trip is planned to _____

on (date) _____ from _____ a.m./p.m. to _____ a.m./p.m.

The purpose of the field trip is: _____

YOUR SON/DAUGHTER WILL BE TRANSPORTED BY:

_____ School bus
_____ Commercial transportation
_____ Parent will assume the responsibility for travel arrangements.
_____ Private automobiles
_____ Walking

The school district does not assume any liability for injury (see *Education Code* Section 35330).

My son/daughter (name) _____ has my permission to participate in the field trip on (date) _____

_____ _____
Parent/Guardian signature Date

(TOP HALF OF THIS FORM IS TO REMAIN IN SCHOOL OFFICE.)

(TEACHER OR NONPARENT SUPERVISOR SHALL CARRY BOTTOM HALF OF THIS FORM WHILE ON FIELD TRIP.)

Parent/Guardian please check box 1 or 2 to indicate action desired in the event of an accident or emergency.

☐ 1. In the event of an accident or other emergency, when a parent/guardian is unavailable, I hereby authorize a representative of the school to make such arrangements as he/she considers necessary for my child to receive medical or hospital care, including necessary transportation. Under such circumstances, I further authorize the physician named below to undertake such care and treatment of my child as he/she considers necessary. In the event said physician is not available at any time, I authorize such care and treatment to be performed by any licensed physician or surgeon.

THE UNDERSIGNED HEREBY AGREES TO BEAR ALL COSTS INCURRED AS A RESULT OF THE FOREGOING.

Physician's name _____ Phone no. _____

Kaiser Medical Record No. _____ Military ID No. _____

Blue Cross ID No. _____ Other _____

☐ 2. I do not choose the above statement and desire the following action:

_____ _____ _____
Student's name Parent's/Guardian's signature Date

NOTE: Districts usually have a version of this form; you may need to use your district's form.

SAMPLE

Art Field Trip

I certify that I have visited the following place(s) on the date indicated as part of a study project for credit.

Place visited: _____

Date: _____ Time: from _____ to _____

Location: _____

Artist's name: _____

Type of work (e.g., painting, photography, sculpture): _____

Artist Being Shown:

Tell briefly what you felt was the most interesting or outstanding part of the experience:

_____

_____

_____

_____

Describe at least two specific works of art that you liked and tell why:

_____

_____

_____

_____

Did you learn anything about the artist, either by looking at the work or by reading the artist's statement?

_____

_____

_____

_____

Did you talk with anyone at the gallery or museum? What did you learn?

_____

_____

_____

_____

Please save any receipts or promotional cards as documentation of your visit.

_____

_____

_____

_____

Student's signature: _____

SAMPLE

Community Resources and Activities

Business and industrial sites

- Career exploration
- Field trips
- Work experience

Libraries

- Resources for school assignments
- Encouragement of reading

Farms and other agricultural settings

- Tutoring services available for low-level adults
- Science units
- Horticultural learning
- Experiential learning

Museums

- Field trips
- Art appreciation activities
- Historical, scientific significance
- Supplemental materials for research papers

Government agencies

- Field trips to courts and legislative bodies
- Community service
- Internships
- Consumer education

Parks and other national resources

- Physical education
- Science units

Media facilities

- Field trips to radio, television, cable stations
- Career explorations

Concerts, plays, and other cultural events

- Ethnic fairs, holiday celebrations; e.g., Cinco de Mayo
- School and local community productions
- Period fairs; e.g., Renaissance, Dickens Faires
- Traveling companies

Institutions of higher learning

- Concurrently enrolled classes
- Special summer programs

Community service organizations

- Specialized classes; e.g., CPR
- Volunteers in hospitals, "Meals on Wheels"

Neighborhood centers

- Volunteers at senior citizen homes

Physical fitness and nutritional centers

- Physical education
- Health units

Career education

The student could:

- Plan a career day.
- Invite a local businessperson.
- Write invitations and thank-you letters.

CHAPTER 12

Assessment of Students

Education Code Section 51746(b) states that the services and resources for independent study may include:

> The services of qualified personnel to assess the achievement, abilities, interests, aptitudes, and needs of participating pupils to determine each of the following:
>
> (1) Whether full-time independent study is the most appropriate alternative for the pupil being referred.
>
> (2) If the answer to paragraph (1) is affirmative, the determination of the most appropriate individualized plan and resources to be made available to pupils enrolled in full-time independent study.

Before appropriate placement can be made in independent study, the student's academic strengths and weaknesses need to be diagnosed. This assessment should give the independent study coordinator, counselor, or teacher specific information for planning the student's educational program. The assessment also might reduce the amount of time, energy, and frustration spent by students, parents, and school staffs in trying to find the best educational alternative for students. Assessments do not guarantee a proper fit, but do tend to eliminate much of the guesswork.

A Assessment Process

The initial assessment, especially for elementary students or students with low self-esteem or limited success in traditional classroom-based programs, should not be based on tests. The assessment

process might include an informal interview between the appropriate school staff and the student and parent. In another nonthreatening and quick assessment, the student might verbally answer a student profile questionnaire, such as the samples at the end of this chapter.

In a more formal assessment process, the designated assessment personnel or other staff members who are responsible for the initial assessment should be aware of the conditions for successful testing. The designated personnel should:

1. Be familiar with various assessment instruments.
2. Be able to choose appropriate instruments and correctly interpret the results.
3. Be genuinely empathetic toward all students and flexible in dealing with a wide variety of students.
4. Be sensitive to the fact that testing can be stressful and be willing to help students feel comfortable with the process.
5. Possess good listening and counseling skills.

A positive environment is another important condition to ensure valid assessment results. Consider the following factors in selecting the location for testing sessions:

- Adequate lighting
- Controlled temperature of the room
- Comfortable furniture
- Comfortable noise level in the room

In addition to physical factors, consider time constraints. Testing sessions should be separated by frequent breaks. Depending on the time of day and the length of the session, a refreshment break might also be appropriate.

B Factors to Consider in Assessment

It is important to contact district, county, or private assessment specialists who could assist the school in determining factors to identify a potentially successful candidate for independent study. This chapter indicates possible assessment areas and some resources. However, the following factors are important to remember when selecting assessment instruments:

1. Test only the areas that are essential to placement.
2. Do not test just for the sake of testing, especially if current test information is available.
3. Select instruments based on the assessment personnel available and within time and budgetary constraints.

C Assessment of Students in Kindergarten Through Grade Eight

Initial student assessment in kindergarten through grade eight independent study varies. Students who transfer directly from another school often have records to indicate what books and materials need to be used. Refer to the appropriate curriculum frameworks and state documents for developing procedures to assess students' strengths and deficiencies in various subject areas.

Whatever assessment format the school uses, it is important that completion of the assessment results in a placement that is comfortable and successful for the student.

D Assessment of Students in Grades Nine Through Twelve

1. Initial student assessment in grades nine through twelve is often more extensive than at other grade levels as it is necessary to include vocational assessment activities as well as an analysis of the coursework and skills necessary for high school completion.

   The following activities could enhance the enrollment process:

   - Intake interview
   - Review of records (grades, achievement testing, attendance, previous interest inventory results)
   - Transcript analysis/credit check (See Chapter 8, "Attendance Accounting and the Audit Trail," for sample forms.)
   - Basic skills screening tests (reading and mathematics)
   - Writing sample
   - Vocational interviews and counseling
   - Vocational interest inventories

- Multiaptitude test batteries (if appropriate)
- Vision, hearing, motor skills (Contact appropriate district, county, or private specialists, or local public health clinics.)

2. Assessment instruments:
   a. *Basic skills screening tests* (academic achievement). These tests are used to identify an individual's proficiency in reading, writing, and mathematics. Some tests of basic skills can be used to diagnose specific deficiencies so that instruction can be linked appropriately to the assessment. Some of these tests can also be used as pretests and posttests for the purpose of monitoring the progress of students.
   b. *Vocational interest inventories.* Interest assessments are used in guidance programs to explore students' preferences for certain kinds of work. These assessments create a better understanding of the personal and environmental influences involved in career selection.
   c. *Multiaptitude test batteries.* Aptitude is a combination of abilities and other characteristics, either inherent or acquired. A student's aptitudes indicate the individual's ability to learn or develop proficiency in some particular area. The tests measure special abilities or assess readiness for learning in specific vocational clusters. Manual dexterity and tests for color blindness also fall within this category.
   d. *Work samples.* A simulated work or job sample is a collection of job tasks that allow persons to use the actual tools and procedures of a particular occupation. Students interacting with simulated work samples actively explore, evaluate, and learn more about themselves in relation to the work activities of a specific occupation.
   e. *Preemployment and work maturity.* These assessments focus on the attitude and basic work knowledge necessary for getting and keeping a job. Behavioral checklists and learning-style indicators are in this category. The following are resources for these kinds of assessments. Specific instruments are suggested resources only and *not* recommendations.
   f. *Learning styles*
      - Myers-Briggs Type Indicator
      - Murphy-Meisgeier Type Indicator for Children (Grades 2-8)

        Consulting Psychologists Press, Inc.
        577 College Avenue
        Palo Alto, CA 94306
        (415) 857-1444

      - Kiersey-Bates Temperament Sorter (must be duplicated from book)

        Please Understand Me by David Kiersey and Marilyn Bates

        INI Books
        2153 DeMayo Road
        Del Mar, CA 92014
        (619) 481-0576

      - Swassing-Barbe Modality Index

        Zaner-Bloser
        P.O. Box 16764
        Columbus, OH 43216-6764
        (614) 486-0221

3. Resources for test selection
   - CASAS (Comprehensive Adult Student Assessment System) Vocational Assessment Guide for Youth and Adults, 1988

     CASAS
     2725 Congress Street
     San Diego, CA 92110

     This guide has been written as a reference to aid in the selection of published assessment instruments which are appropriate for varied youth and adult populations. The instruments reviewed include interest inventories, aptitude/ability and preemployment/work maturity assessments, and work samples.

E Role of the Counselor or Placement Person

The counselor or placement person should conduct a personal interview with the student and parent or guardian, when appropriate, based on formal and informal assessments. During this interview, the counselor could discuss the following:

1. Assessment results, relayed in a positive manner, and the implications for educational planning
2. Educational status review; for example, placement levels for students in kindergarten through grade eight, or transcript evaluation for high school students
3. Various alternative approaches available to the student
4. The most appropriate educational plan for the student
5. Referral to programs other than independent study; for example, special educational services, alternative regular education elementary offerings, Regional Occupational Centers/Programs (ROC/P), Adult Education, JTPA, GAIN, GED testing centers, and community colleges
6. Referrals to social service agencies; for example, substance abuse centers, social welfare agencies, and mental health centers
7. Expectations of the student's responsibilities for independent study

If the counselor or placement person determines through this assessment and counseling process that independent study is the appropriate educational placement, the next step would be to schedule the student with a teacher or teachers. If possible, the student should be placed with a teacher whose style best fits the student's needs. For example, a young male student with no adult male role model might benefit from having a male teacher. An introverted student with low self-esteem might benefit from having a warm, caring teacher who has the ability to enhance the student's self-esteem.

F Ongoing Assessment

Once the initial placement has been made, it is advisable to maintain an ongoing assessment process. See the curriculum chapter, Chapter 11, for additional strategies to make the student assessment process more meaningful. The following chart illustrates activities that can help to ensure a student's continued success in independent study.

SAMPLE

Student Assessment Process

Participation in a student assessment process could be a requirement for enrollment and is essential to ensure that student needs are met. The following participation could be required in a small or large (15 maximum) group setting:

Day 1, Three Hours

- Registration process with parent attendance required
- Orientation explaining educational program, Regional Occupational Program, and work experience
- Administration of reading test as needed
- Explanation of orientation assignments (See Chapter 6 for suggestions.)

School Personnel: Administrator, ROP/OWE Coordinator, Counselor, Classified

Day 2, Three Hours

- Administration of ability and career inventory
- Goal setting

School Personnel: Counselor

Day 3, Three Hours

- Administration of math placement test
- Presentation of units on dealing with life changes
- Administration of reading test as needed
- Exploration of personality as it relates to relationships, study habits, and career placement

School Personnel: Counselor

Day 4, Three Hours

- Completion and review of orientation assignment
- Completion of an individual profile, including ability and career inventory analysis, personality type, reading and math scores, writing sample, goals, analysis of credits earned, and resources for stress or crisis (The academic assignment is given. Parents are welcome to attend the first hour for the explanation of the profiles. See sample High School Student Profile at end of chapter.)

School Personnel: Counselor, Teacher

Schools with limited resources could modify the above process to meet student needs.

SAMPLE

Ongoing Student Assessments

Activity	*Responsible person*
Assignment evaluation/portfolios (sample in Chapter 11, "Curriculum and Instruction")	• Teacher • Parents whose children are in home study • Supervising personnel
Referral to counselor or administrator for non-achieving students	• Teacher • Supervising personnel
Credit/grade review (forms in Chapter 6, "Ongoing Operations")	• Teacher/counselor
Alternative/additional placement counseling	• Teacher • Counselor • Administrator • Student • Parent(s)
End-of-semester/year evaluations • Posttests • Final credit/grade review • Transcript analysis • Fall placement	• Teacher • Counselor • Assessment personnel

SAMPLE

Elementary School Assessment Evaluation Summary

Name	Birth date	Grade	Date
School	Evaluator		

Testing Results

Name of test	*Date*	*Date*	*Growth*

Known problem of: ☐ Vision ☐ Hearing ☐ Health ☐ Speech ☐

Does the student show significant English language problems? ☐ Yes ☐ No

Language of home _____

Student language _____

Is this student experiencing learning difficulties? ☐ Yes ☐ No

Is this student experiencing behavior difficulties? ☐ Yes ☐ No

Attendance: ☐ Regular ☐ Poor ☐ Inconsistent

Relationship with adults: ☐ Positive ☐ Accepted ☐ Negative

Motor coordination: ☐ Above average ☐ Average ☐ Poor ☐ Very poor

Pupil *regularly* displays the following behavior: (Please check.)

☐ Hyperactivity	☐ Insecurity	☐ Aggression	☐ Frustration
☐ Apathy	☐ Showing off	☐ Defiance	☐ Trying hard
☐ Dependability	☐ Nail biting	☐ Destructiveness	☐ Fantasy
☐ Indifference	☐ Crying	☐ Tantrums	☐ Moodiness
☐ Facial tics	☐ Tattling	☐ Bad language	☐ Cheerfulness
☐ Cooperativeness	☐ Stealing	☐ Withdrawal	☐ Fearfulness

Learning and behavioral objects:

Evaluation methods and findings:

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SAMPLE

Junior and Senior High School Student Profile

I. School History

A. If you are unable to obtain a transcript, please complete the following:

Name used at last school _____

Last school where you earned credit _____

Date last attended _____

School: Street address _____ Telephone _____

City, state _____ ZIP code

B. Are you currently working? _____ If so, where? _____

Address _____ Work telephone _____

What hours? _____ Do you have/need a work permit? _____

From what school was this work permit issued? _____

Do you participate in ROP or OWE? _____ If so, who is your teacher? _____

C. Areas of relative academic success: (on a scale of 1–3: 1= better than average, 2 = average, and 3 = below average)

_____ English _____ Science _____ Social Studies

_____ Math _____ Other (list) _____

D. Have you been enrolled in an alternative program previously?

_____ Continuation schools _____ Gifted program (GATE)

_____ Special education _____ Learning Disability Class (LDC)

_____ Resource _____ Other (list)

II. Personal History

A. Current family history:

1. Who in the home is legally responsible for you? _____
2. How many people are living in your home? _____

What are their relationships to you? _____

B. Do you have any involvement with the juvenile court system? If so, how?

Probation officer's name _____ Telephone _____

C. Will the school need to sign any forms concerning public assistance?

Social worker's name _____ Telephone _____

D. What jobs have you held in the past?

E. Please list any group(s) to which you belong (e.g., Boy Scouts, Girl Scouts, church, other clubs, athletic team)

F. What club(s) or group(s) would you like to join?

SAMPLE

Written Case History:
Junior and Senior High School Student Profile

Name	Date
Address	Telephone ( )

1. What are some things that you like about school and/or learning?

2. What are some things that you dislike about school?

3. What are some things and/or areas you would like to learn more about while in independent study?

4. What would you like to accomplish in IS? Please check an educational goal and briefly explain why.

   ☐ Graduate with a diploma
   ☐ Employment
   ☐ Social participation
   ☐ Catch up on credits at IS and then return to another school
   ☐ GED
   ☐ CHSPE
   ☐ Self-fulfillment
   ☐ Or . . . my goal is different from the ones stated above. I would like to accomplish the following educational goal in IS:

5. How often can you come to an independent study meeting each week? Please check one and briefly explain why.

   ☐ one day a week
   ☐ twice a week
   ☐ three times a week (or more)

6. On what day, or days, would you like to meet about independent study? Why?

Junior and Senior High School Student Profile *(Continued)*

7. How will you get to school and your appointments? _____

_____

8. Do you prefer to work one-on-one or in a small group when you come to independent study for your meetings? Please check one, and briefly explain why.

   ☐ one-on-one _____

   _____

   _____

   ☐ small group _____

   _____

   _____

Thank you for taking the time to answer these questions. Welcome to _____.

SAMPLE

High School Student Profile: Outcome of Initial Student Assessment Orientation Lab

Student name _____

Reading score _____ | Personality type _____

Mathematics Ability

	Yes	*No*
number sense	☐	☐
computational skills	☐	☐
problem-solving ability	☐	☐

Comments: _____

_____

Science Ability

Comments: _____

_____

Mathematics placement:

☐ Mathematics A ☐ Mathematics B ☐ Algebra
☐ Geometry ☐ Algebra II ☐ Other

Life Stresses

☐ family divorce ☐ death in family ☐ moved a lot
☐ many schools ☐ drugs/alcohol problems ☐ pregnancy
☐ not living at home ☐ other

Goals

☐ trade/vocational school ☐ four-year college
☐ return to regular/continuation high school ☐ GED
☐ graduate from high school ☐ CHSPE
☐ get a job ☐ military
☐ community college ☐ marriage

Strengths and Weaknesses—Ability and Career Inventory Results

	High	*Low*		*High*	*Low*
comprehension	☐	☐	creativity	☐	☐
memory	☐	☐	figural	☐	☐
evaluation skills	☐	☐	semantics	☐	☐
problem solving	☐	☐	symbolic	☐	☐

Writing sample attached: ☐ autobiography ☐ goals

Comments: _____

_____

High School Student Information Survey

Name: Last First Middle	Birthdate	Sex	Grade	Date
Parent/guardian	Home phone ( )			
Address	Work phone ( )			
	Counselor			
School last attended	I have attended (your school)		since	

Reason for transferring to (this school). Check all that apply.

- ☐ I request to attend _____
- ☐ Too late to enroll in regular school
- ☐ Need to make up credits
- ☐ Want to graduate early
- ☐ Need employment
- ☐ Over age for grade level
- ☐ Home responsibilities (babysitting, etc.)
- ☐ Living away from parent's/guardian's home
- ☐ Have a baby
- ☐ Want to do special in-depth study
- ☐ Truancy
- ☐ Excessive absences due to illness
- ☐ Other reasons (explain) _____

What problems did you face in regular school?

- ☐ I could not work at my own speed because of large classes.
- ☐ I did not receive enough individual help.
- ☐ What I was learning was not useful to me.
- ☐ My grades were poor.
- ☐ The books were too hard to read.
- ☐ I didn't always understand the assignment.
- ☐ The work was too easy.
- ☐ I felt uncomfortable in such a large school.
- ☐ There was too much homework.
- ☐ There were too many extracurricular activities.
- ☐ There was too little homework.
- ☐ There were too many rules and regulations.
- ☐ I couldn't get along with my teachers.
- ☐ I found it hard to make friends.
- ☐ I felt too mature for the group.
- ☐ There was too much group discussion.

What am I aiming for now?

- ☐ Return to a regular high school
- ☐ Getting a job
- ☐ Marriage
- ☐ Graduation
- ☐ Trade or vocational schools
- ☐ Waiting until I am 18 and quit
- ☐ Join the Armed Services
- ☐ Complete the *High School Proficiency Test*

I would like to talk to a counselor about . . .

- ☐ Return to a regular high school
- ☐ ROP classes available
- ☐ Employment
- ☐ Vocational information
- ☐ Vocational or trade school opportunities
- ☐ College requirements
- ☐ Scholarships
- ☐ Financial aid for post–high school education
- ☐ Military obligations
- ☐ Home and community problems
- ☐ Personal, social, or school problems
- ☐ Health problems

SAMPLE

Learning Styles Questionnaire

These questions will help the teacher to assign instructional activities appropriate for you.

1. Would you rather read words or listen to words? Which would give you more meaning?
   ☐ read words ☐ listen to words
2. When learning math, do you get more meaning from hearing or seeing numbers?
   ☐ hearing numbers ☐ seeing numbers
3. Would you prefer to work with other students in the class (group assignments/discussions) or would you prefer to work independently?
   ☐ work with others ☐ work independently
4. What do you feel the teacher's role is in your learning? Would you prefer a lot of direction or very little direction?
   ☐ a lot of direction ☐ little direction
5. When learning a subject would you prefer a lot of information: examples, facts, comparisons?
   ☐ yes ☐ no
6. Do you prefer factual information in tables, brief paragraphs, or outlined materials?
   ☐ tables ☐ brief paragraphs ☐ outlined materials
7. Do you prefer examples be explained or shown to you?
   ☐ explained ☐ shown
8. Do you generally see the relationship between the facts or the situations given to you?
   ☐ yes ☐ no
9. Do you prefer to compare or contrast ideas/materials?
   ☐ compare ☐ contrast
10. Do noises bother you when studying a subject or do you like to work with background noises; e.g., stereo, radio, people talking?
    ☐ noises bother ☐ noises do not bother ☐ like noise
11. When people are moving about the room, does this distract you from learning or can you "tune out" any action or movement?
    ☐ distract ☐ "tune out"
12. Do you prefer practicing a process the same way until you know it or do you prefer a variety of ways to learn the process?
    ☐ prefer practicing same way ☐ prefer variety
13. Do you complete all assignments given to you or do you start assignments and then drop them before finishing them to start something else?
    ☐ complete assignments ☐ drop before completion

CHAPTER 13

Formats for Evaluation of Independent Study

Evaluation of any instructional program is critical. By examining the operations and pupils' performance in light of clearly stated and measurable objectives, the district is able to know how well a program is meeting those objectives. Because independent study is relatively new in many districts and, by intent, is very flexible, the need for good evaluation is critical. Although evaluation is not specified in either the *Education Code* or the *California Code of Regulations, Title 5*, an annual evaluation and review of independent study by the local board of education is advisable. Some districts use advisory committees consisting of teachers, students, parents, and community members to assist in the design and evaluation of independent study. Where the governing board has established an alternative school pursuant to *Education Code* Section 58500, in which independent study is one of or the only instructional strategy, the use of advisory committees is recommended and is consistent with *Education Code* Section 58510.

Unfortunately, it is easy for evaluation to be ignored. When staff time and resources are in short supply, the day-to-day operation of a school tends to absorb all the staff's time and energy. Yet even a very simple evaluation component might improve the school's effectiveness and efficiency dramatically. It is essential to make time for this process and, subsequently, to be able to communicate the successes to others. The educators responsible for independent study must be able to substantiate what is being done and support its validity with facts.

For simplicity, where the word "school" is used in this chapter, read "program" unless independent study is being evaluated as the only instructional strategy in a board-established alternative school.

A Purpose of Evaluation

The purpose of an evaluation is to improve the school's performance as well as to determine how well the school is fulfilling locally established educational objectives. The evaluation can be formative and the results used to make planning decisions; or the evaluation can be summative and used to indicate outcomes, products, and successes.

Basic questions to be answered in designing an evaluation include:

1. What is the specific purpose?
2. Will the evaluation be internal (done by the staff), external (done by an outsider), or some combination of both?
3. How much will the evaluation cost, and how will it be financed?
4. Who is the client for the evaluation—the staff, the board of education, or an outside funding source?
5. What will be the output of the evaluation—a written report, an oral report to the staff and the governing board, or some combination?
6. When will the evaluation be done? What will be the schedule of steps?
7. How will recommendations for improvement be followed up?
8. What are the goals and objectives? What information must be obtained if goals and objectives are to be met? How can this information be obtained? Once the staff has this information, what does it suggest about making improvements? Good evaluation is an ongoing process.

See the Evaluation Checklists I and II and Independent Study Student Survey forms at the end of this chapter.

B Criteria for Evaluation

The school district or county office of education should evaluate independent study on its achievement of the purposes and functions revealed in the statement of objectives of the independent study strategy and on the appropriateness of those purposes and functions to the mission of the school district or county office. General guidelines have been established to determine the effectiveness of a school's educational program and services. The district or county office should seek evidence that independent study is adequately meeting these criteria.

1. *Philosophy, school mission, goals, and objectives.* In a statement of philosophy (board policy) approved by the governing body of the school district, the school mission should be clear. Goals and objectives consistent with the philosophy should be systematically developed and reviewed by the community, administration, staff, students, and governing body. There should be a continuing evaluation of progress toward these goals and objectives.
2. *Organization.* A clearly defined organizational structure is needed. This structure should include the functions of the administration, staff, students, and concerned persons in the community; the administrative relationships among these groups; and the limits of authority and responsibility. A demonstrably workable structure will ensure that working relationships and communication are effective.
3. *Student personnel services.* Student personnel services are necessary to identify the needs, interests, aptitudes, and personal and career goals of all students and to provide these students with adequate counseling and guidance.
4. *Curricular program.* A curriculum with written course descriptions and objectives must provide all students with suitable courses of instruction

consistent with the school's philosophy, goals, and objectives, and meet the needs, abilities, and interests of students. All students in independent study should be provided with appropriate and adequate instructional resources, comparable with those available for classroom instruction to implement the curricular program. Curriculum developers should consult the district or county curriculum guides and the state's curriculum frameworks and model curriculum standards to ensure compatibility.

5. *Evaluation.* Curriculum and students' learning should be the object of continuous evaluation involving faculty, students, administration, and community. This process should be concerned with the nature, scope, and effective teaching of individualized course offerings and their interrelationship in the curriculum.
6. *Staff.* A well-qualified staff selected from those who voluntarily choose to work in independent study is essential. The staff should work consistently, both as individuals and as a team, to provide opportunities for effective learning. Independent study, even when it uses computers extensively, uses staff in ways that are critical for success. Therefore, the important question is whether the "right" staff are available rather than whether or not there are enough persons.

   As noted in Chapter 4, the recommended teacher-student ratio is about one to 25 (1:25) or whatever number of students in this range is feasible. The teacher-student ratio need not be lower than in a classroom situation (although that will probably be better), but the supervising teachers and counselors should have the appropriate characteristics.

   For independent study to be successful, the district or county office should investigate other school and community resources to supplement professional and paraprofessional staffs. Determine the extent to which:

   a. School and other librarians are willing and able to assist.
   b. Retired teachers are willing to tutor.
   c. Prospective employers understand the value of hands-on learning and will cooperate by making opportunities available.
   d. Particular persons and groups in the life of specific students can be counted on to support and facilitate those students in independent study.
7. *School facilities.* Provision of adequate facilities is important. The characteristics of appropriate facilities will vary with purpose and design.
8. *Finance.* Continuing financial support that provides for the necessary staff, physical facilities, instructional resources, and other support services is as essential for independent study as for any regular program.

C Additional Assessment Techniques

External measures of a pupil's performance, such as district competency tests, may be used along with individualized instruments to provide useful measures of the independent study operation and the individual pupil's performance. Additional techniques include the following:

1. *Follow-up of students.* One critical measure of students' success in independent study is what happens to students who leave. How many graduate? How many have jobs or other positive placement? How many return to a classroom-based school program? How do students feel about independent study six months, a year, or several years later?
2. *Parents' and community's assessment.* Parents and members of the community play a key role. Questionnaires or other survey instruments may be designed for and used with each group to assess their opinions of independent study and solicit suggestions for improvement.
3. *Assessment by staff.* One of the best measures of success is the perception of the staff, including support personnel and volunteers. Although this technique would seem obvious, many schools do not carefully measure staff attitudes and suggestions for improvement. Staff meetings where planning and evaluation are discussed can provide an excellent means for continuous or periodic evaluation.
4. Peer audits can be an effective means of evaluation. The advantages are that they provide (1) an

opportunity for staff to "show off" their accomplishments; (2) a situation in which everyone exchanges ideas; (3) a test by which quality can be verified; (4) a forum in which problems can be identified; (5) a process by which concerned persons can become more sensitive to each other's needs and feelings; (6) an opportunity for professional growth, if done effectively; and (7) a reminder that quality is everyone's concern. Peer audits may also have costs, which should be considered.

It is important to select peers for an audit who not only have the training and experience necessary to review all areas that need to be evaluated but also can act with confidentiality. The California Consortium for Independent Study (CCIS), with the cosponsorship of the California Department of Education (CDE), is offering training in the use of the Independent Study Program Self-assessment Form issued by the CDE (see the form at the end of this chapter).

D Accreditation by Western Association of Schools and Colleges

Another form of evaluation is the accreditation process developed by the Western Association of Schools and Colleges (WASC) specifically for schools that use independent study. Assistance and information can be obtained from WASC at (415) 697-7711.

1. Before applying for accreditation, school staff should take the following steps:
   a. Have the district governing board identify and name the school.
   b. Secure a CDS (county-district-school) identification number from the California Department of Education (916-324-8979). Obtain information from your county or district on how to become a school.
   c. Offer a separate Diploma of Graduation with (a) the same requirements throughout the district, or (b) a–f requirements available for students.
   d. Comply with all state codes and regulations.
   e. Provide students equal access to support services.
   f. Briefly evaluate the school, using WASC criteria. These criteria categories are:
      (1) Philosophy, goals, and objectives
      (2) Organization
      (3) Student support services
      (4) Curricular program
      (5) Co-curricular program
      (6) Staff
      (7) School plant
      (8) Finance
      (9) School and community
2. The Executive Director of WASC emphasized the following points in a meeting about the criteria for candidacy for accreditation of independent study schools:
   a. The model to be used to produce the document for accreditation for independent study schools will be the criterion-based model used by ROP.
   b. A school must be a separate high school identified by its district and have a CDS number listed in the *California Public School Directory.*
   c. Support services, such as counseling, psychological services, and so on, must be provided for students at least at the same level as services for students in the local comprehensive high schools.
   d. The school must be in compliance with all sections of California's *Education Code.*
   e. Provision must be made for students to have access to classes and programs needed to qualify for college entrance (a–f courses).
   f. In public schools the district must show that adequate resources are provided to support the independent study school. Adequate resources were defined as a budget which allocates a minimum of 80 percent of the income generated by independent study to the school.
   g. In private schools adequate resources would be defined by the percentage of tuition that is used directly for instructional purposes.
   h. Graduation requirements must be consistent with local comprehensive high school graduation requirements.

3. Steps in the accreditation process for schools using independent study:
   a. *Application.* Information on the application must include school finance, governing board, philosophy and purposes of the school (mission and goals), school characteristics, expectations of the board of education, admission procedures and records, personnel, sociological characteristics and ethnic balance, standardized tests, and graduation requirements.
   b. *Candidate visitation.* A committee of two members appointed by the WASC Commission will visit the school for approximately a half-day. Staff should be prepared to highlight the school briefly and answer questions such as the following:
      (1) Has the school developed and published a clear statement of purposes together with plans for a curriculum to carry out these purposes?
      (2) Does the school have a properly functioning governing board?
      (3) Has a chief administrative officer been employed?
      (4) Does the school have an organization, structure, course offerings, and staffing acceptable for the school's stage of development?
      (5) Does the school have an admissions policy compatible with its stated objectives?
      (6) Is instruction offered in all subject areas required by applicable law?
      (7) Has the school developed an adequate financial base to give reasonable assurance of continuing financial stability?
   c. *Candidate status (approval or denial).* The approval or denial letter will make recommendations. If approved for candidacy, schools will be able to include the statement "Approved Candidate for Accreditation, Western Association of Schools and Colleges" on their transcripts.
   d. *Self-study, preparation of report.* To help with preparation for this process, WASC requires a self-study by means of (1) a manual, *Procedures for Appraising Independent Study High Schools, Criteria Approach,* provided by WASC; and (2) half-day self-study coordinator orientation workshops that are offered at various locations to explain the self-study and help prepare for the visitation. The purpose of the self-study is to evaluate the school program for students and assist with the future planning for school improvement. This project involves the whole staff. Before the report is started, it is necessary to form committees. These committees, whose structure depends on the size of the school, could include the administrator or self-study coordinator, steering committee, criterion committee, and responder groups. The report is submitted to the visiting committee approximately a month before the visitation.
   e. *Accreditation committee visitation and report (cost varies, dependent on size of enrollment).* The visitation lasts approximately three days as outlined below:

      Day before visit: Visiting committee orientation; orientation and organizational meeting of the visiting committee

      First day: Meeting with steering committee and school administration; scheduled visits to the classrooms, conferences, review of exhibit material

      Second day: Classroom and training site visitations; meetings with selected groups or individuals

      Third day: Meeting with selected personnel; drafting of visiting committee's report; meeting with steering committee and administration; completion of final revision of the visiting committee's report; report to the staff and community
   f. *Accreditation approval or denial.* The Accrediting Commission for Schools meets at regularly scheduled times to consider accreditation of independent study high schools (ISHS). Before the meeting the commission members will have received copies of the visiting committee's report and confidential reports to the commission recommending terms of accreditation. At the meeting these materials will be discussed, and the ISHS reports will be

available for reference. The commission will allow as much time as necessary to discuss the findings of the visiting committees and the supporting evidence found in their reports. This process ensures that each accreditation receives full and fair consideration. The decisions of the commission are the composite judgments of the members. The term of accreditation for the independent study high school is based in part on the appropriateness of the school's stated goals and objectives for an institution of its type and the degree to which the goals and objectives are being met. The other determinant for accreditation is the degree to which the independent study high school meets the WASC criteria, which are established as general guidelines to determine the effectiveness of the independent study instructional program.

Follow-up is normally repeated every six years. The visiting committee's confidential recommendation to the school's commission is one of the terms listed below:

(1) A term of *six* years with a written progress report to the school's governing board on the *major* recommendations listed in the visiting committee's report (On review and formal acceptance by the board, the report will be filed with the WASC office.)

(2) A term of *six* years with a complete progress report on *all* recommendations and a one-day on-site revisit by a two-member committee, to be completed no later than the third year of the six-year term

(3) A term of *three* years, with a *full* self-study and *full* on-site visit during the third year

(4) A term of *one* or *two* years (circle one or two), with a complete progress report and revisit to serve as a warning that, unless prompt attention is given to the major recommendations, accreditation may be denied

(5) Denial of accreditation based on conditions detailed in the visiting committee's report.

The decision of the commission on the term of accreditation or denial of accreditation may be appealed within 60 days after receipt of notification of the action of the commission. The appeal must be made in writing by the chief administrators of the school and district and must specify the basis of the appeal.

Continuing follow-up after the self-study and visit is critical to the ongoing school improvement process. A follow-up committee must be established immediately after the visiting committee's recommendations are made. Follow-up should be correlated schoolwide, and action plans should be incorporated as part of an overall school plan (e.g., yearly goals and objectives). This committee will be responsible for monitoring the progress of the implementation at both the departmental and schoolwide levels. An annual review of progress in meeting the yearly goals that reflect the visiting committee's recommendations and action plans is essential. The follow-up committee should inform the superintendent and board regularly on the progress made.

E Annual Reports

When the evaluation process has been completed, adequate information should be available to promote independent study. The staff could develop audiovisual presentations, such as slide shows and videos, or plan an annual report to ensure that the superintendent, school board, educational personnel, and parents are aware of the purposes, highlights, and accomplishments of independent study. The annual report could list suggestions for future growth or improvements that could be obtained through a wider support base. Some possible components for an annual report are listed at the end of this chapter in the form of a table of contents. The length and depth of

the information would be determined by the school's needs. Areas to be stressed may include quality, likeness to and differences from traditional schools, and so forth.

1. *Annual report format.* Annual reports vary in size, from one to several pages, depending on the size of the school and the information presented. The report could have a single focus, such as the results of a survey of students, staff, and parents. Brief statements with graphics are eye-catching and take little time to read; clear concise information gets the message across effectively. Designing a report cover that reflects the nature of independent study can be an effective means of communication, especially if the design is done by a student.
2. *Compilation of information.* Before beginning the report, determine what information needs to be gathered. The information should communicate that independent study is an effective educational alternative. Data can be gathered from student registration forms, interviews with students and parents, and surveys of students, parents, and staff. These data might include, but not be limited to, the following:
   - Numbers of students served
   - Demographics of students served (e.g., age, sex)
   - Status of students on entering and completing independent study
   - Anecdotal comments

   The following suggestions may be helpful in compiling the information:

   a. Do student-parent surveys at least one month before the report is due.
   b. Have students and parents tally the surveys.
   c. If the school, district, or county has a research and evaluation department, solicit its help.
   d. Put all statistics on computer. If the school does not have a computer, ask a teacher, student, or parent for assistance.
   e. Before disseminating the report, have a variety of people (e.g., English teacher, students, clerical staff, community person) evaluate the contents.
3. *Distribution of the annual report.* Copies of the annual report may be delivered or mailed to the following agencies, organizations, and persons: the governing board, community advisory persons, parents, interested school site personnel such as counselors and child welfare and attendance personnel, the California Department of Education, and state legislators. If the report is lengthy, segments could be reproduced and used for presentations when appropriate, such as a board presentation to justify growth or continuation of independent study. Specific sections could be reproduced and sent to target audiences; for example, a discussion of independent study linkages may be sent to community agencies with which the school interacts.

F School Accountability Report Card

Another kind of annual report to the community is the School Accountability Report Card. As part of Proposition 98, school districts in the California are required to prepare and distribute to all parents and other interested individuals a School Accountability Report Card for each school (*Education Code* Section 35256).

School boards have the discretion of implementing the model adopted by the State Board of Education or of developing their own report card formats, provided the format addresses the 13 assessment areas. At least every three years, school district governing boards are to compare their schools' report cards to the state model.

The School Accountability Report Card must include, but is not limited to, an assessment of the following school conditions:

1. Students' achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals
2. Progress toward reducing dropout rates
3. Estimated expenditures per student and types of services funded
4. Progress toward reducing class sizes and teaching loads

5. Any assignment of teachers outside their subject areas of competence
6. Quality and currency of textbooks and other instructional materials
7. Availability of qualified personnel to provide counseling and other student support services
8. Availability of qualified substitute teachers
9. Safety, cleanliness, and adequacy of school facilities
10. Adequacy of teacher evaluations and opportunities for professional improvement
11. Classroom discipline and climate for learning
12. Teacher and staff training and curriculum improvement programs
13. Quality of instruction and leadership

An assessment for purposes of the School Accountability Report Card results in descriptive or statistical information that provides a substantive evaluation—that is, a way for the reader to judge or determine significance, value, character, quality, or importance.

Sources of information for the report follow:

School description

- CBEDS Report
- List of school personnel by job title and number

Students' achievement

- *Survey of Basic Skills,* Part I (CAP)
- Results of locally administered norm- or criterion-referenced measures
- Results of Advanced Placement tests or Golden State Examinations

Students' attendance

- Intervention programs to reduce dropout rates
- Information on excused and unexcused absences

Expenditures and services

- Types of services funded, including categorical and special programs

Class size and teaching loads

- Class size and teaching loads by department
- Plans or description of progress to reduce class size or teaching loads

Teacher assignment

- The number of teachers assigned to instruct outside their credential authorization, including explanations as necessary
- Teachers with special certification (e.g., bilingual classes, mentor teachers)

Textbooks and materials

- The process for aligning textbooks and instructional materials with curriculum
- The library and media services available for students' use

Counseling and other student support services

- Caseloads for counselors and other student support staff

Substitute teachers

- Availability of suitable substitute teachers

School facilities and safety

- School activities that promote students' safety and well-being, such as special antidrug or antigang programs
- School records on asbestos and radon

Teacher evaluation and professional improvement

- School staff by years of experience

Discipline and climate for learning

- The number of disciplinary incidents in the past three years, including suspensions, expulsions, discipline referrals, and truancies

Training and curriculum improvement

- District staff development programs

Quality of instruction and leadership

- Results of school program reviews and accreditations
- Results of self-studies or community surveys

SAMPLE

Evaluation Checklist I

The following is a checklist of areas that could be included in the program evaluation process. This information could then be utilized to produce an annual report.

Area	Formative (Planning)	Summative (Indicate outcomes, successes, etc.)	Activities	Evaluation product
School mission, goals, and objectives	X	X	Design according to district form.	Mission statement, goals
Statistical information obtained at intake or registration appointment	X		Type of school last attended, who referred the student, reasons for leaving school early, time elapsed since last enrolled, number of schools attended, students' ages, credits previously earned	(See sample locator form.)
Test score pre- and postreading/ math	X	X	Test students as they enter or leave and/or at the end of the school year.	Test scores
Student assessment	X	X	Students' temperament and learning styles—day or evening learner	Tabulation of results by category
Home information: home, meals, food	X		Parents' educational levels, number of people living in home, meals/food eaten, amount of television viewed daily, home rules, etc.	Tabulation/survey
Enrollment	X	X	Enrollment process completed	Tally of enrollment figures
Course offerings/curriculum	X		Compare with district offerings.	Course list, curriculum guides
Support services for students	X		Personal/career counseling, health services	List of services offered
Tests for courses	X	X	Tests, as appropriate, for each course offered (Let students know specifically what they can expect to know at the end of the course.)	Test scores

SAMPLE

Evaluation Checklist II

Area	Formative (Planning)	Summative (Indicate outcomes, successes, etc.)	Activities	Evaluation product
Community involvement			Outside work experience (OWE), Regional Occupational Centers/Programs (ROC/P)	List of students in ROC/P, OWE, and community volunteers
Completion of "contract"/ dropout rate			Monthly tally of students' percentage of full attendance; yearly tally of completion of contracts; reasons for leaving the program	Correlation of positive attendance and student numbers
Training			Attendance at conferences, local/state participation in district/county in-services, postgraduate work, grant writing	Survey of number attending and kinds of participation
Program recognitions/accomplishments			Student newspaper, literary magazine, yearbook, submission of artwork for local display, etc.	Student newspaper, literary magazine, yearbook, artwork
Student surveys (See samples in this chapter.)			Design, distribute, and tally surveys: parents, students, staff.	Survey results
Graduates/scholarships			Maintain a list as students graduate, with follow-up.	Number of graduates, number/ types of scholarship awarded
Postgraduate achievements			Mail surveys to previous graduates, asking about their present employment, level of schooling completed, and future plans.	Tally of surveys returned

SAMPLE

Table of Contents for an Annual Report

I. Introduction from Independent Study Director
   - Background Information
   - Program Description
   - School Mission/School Goals
   - Standards for Independent Study Agreement

II. Enrollment Statistical Data for the Year
   - Year-end Report
   - Independent Study Enrollment (possibly in graph[s])
   - Average Daily Attendance (monthly totals)

III. Student Profile Data
   - Student Temperament Survey
   - Student Learning Types
   - Portrait of Personality Types

IV. Overview of Year
   - Results of Student/Staff/Parent Surveys
   - Student Profile

V. Highlights of Accomplishments

VI. Conclusions

VII. Future Growth

SAMPLE

Student Profile

Note: When compiling a profile, be sure to include specific guidelines. Add or delete items from the following list based on grade level or focus intended. Independent study offers a means of individualizing the educational program of a student whose needs may best be met through study outside the regular instructional program.

A. A student who may benefit most from independent study has left school for one or more of the following reasons:
   1. Inability to succeed in a large-group setting
   2. Member of a family committed to educating its own children
   3. Marriage or child-rearing conflict
   4. Financial need
   5. Mobility/travel/traveling artistic performers and athletes
   6. Recurring physical illness that does not warrant home or hospital instruction
   7. Psychological problem or family or personal crisis
   8. Difficulty in school placement because of age or lack of credits

B. Acceptance in independent study is based on:
   1. Evidence that the student can work on grade level with minimal certificated supervision when directly supervised by a parent
   2. Evidence that the proposed program will be pursued
   3. Availability of the certificated staff to supervise the student effectively
   4. Assessment results

C. Kindergarten through grade six or grades seven and eight independent study might also address the profile of the parent:
   1. Ability to be responsible for the supervision of the pupil while he/she is completing the assigned work and for submitting all completed assignments necessary for evaluation
   2. Ability to encourage him/her to do more than the minimum study requirements in order for the pupil to complete school consistent with the traditional school
   3. Willingness to attend independent study curriculum in-service meetings for parents

D. The high school independent study student:
   1. Recognizes the value of formal education and is willing to work diligently toward achieving a high school diploma
   2. Demonstrates qualities essential for achieving success in an alternative program (e.g., responsible, punctual, honest, adaptable, socially mature)
   3. Possesses a sound foundation of basic skills
   4. Functions on an adult level by working on personal and career goals by volunteering in the community or by being self-supporting when necessary
   5. Completes an academic program that meets all district/county requirements for graduation, participates in OWE or ROC/P, or volunteers in the community

E. At the conclusion of independent study, the high school independent study student generally:
   1. Graduates and begins a working career or attends community college
   2. Returns to a comprehensive or continuation high school or adult education school
   3. Passes the *California High School Proficiency Exam*

SAMPLE

Student Profile Statistics

Number of schools attended by independent study students prior to placement

2 - 1%
3 - 15%
4 - 15%
5 - 15%
6 - 14%
7 - 11%
8 - 9%
9 - 5%
10 - 7%
Over 10 - 8%
Average number of schools
6

Median reading score
10.5 *

Age of independent study students at entry

Age: 14 - 2%
15 - 9%
16 - 34%
17 - 31%
18 - 11%
Over 18 - 12%
Average age (through 19)
16.5

The above profile indicates that the majority of independent study students enter at age 16 and are in their junior or senior year.

*Excludes reading lab students.

SAMPLE

Kindergarten Through Grade Eight Parent Survey

1. What kind of school setting had your child been in before coming to independent study? _____

2. How did you hear about independent study? _____

3. Did you have specific reasons for choosing independent study over a traditional program? Would you share these with us if you are comfortable doing so? _____

4. Do you have any suggestions concerning the curriculum you used in your program?

5. Were the in-service programs and field trips held by independent study helpful? What in-service programs and field trips would you like to have for next year? _____

6. Would you be interested in more interaction with other parents in the program?

7. Would a workshop for new parents be helpful? What suggestions would you have for an orientation such as this? _____

8. Would you recommend this program to other families? _____

9. Do you feel that the evaluation of your child's progress was consistent with your evaluation? _____

10. Do you have any suggestions for improving this assessment process? _____

11. Are there any other school services you would like to see that would enhance our program? _____

Independent Study Student Survey

Instructions: Please answer the following questions regarding your experiences in independent study. Please circle the letter or fill in your response.

1. Gender:
   a. male
   b. female

2. My plans after high school include: (Circle all that apply.)
   a. two-year college
   b. four-year college
   c. trade/technical school
   d. full-time work
   e. part-time work
   f. the military
   g. undecided
   h. other (specify) _____

3. I have been on independent study:
   a. less than 6 months
   b. 6 months to 1 year
   c. 2 years
   d. 3 years or more

4. Why did you choose independent study? (Circle all that apply.)
   a. attendance problems at traditional high school
   b. behavioral problems at traditional high school
   c. needed more individual attention
   d. friends attend
   e. needed to make up high school credits
   f. flexible course schedule
   g. working
   h. needed to be away from peer pressure
   i. other _____

5. Who made the decision that you would attend independent study?
   a. you
   b. you and your parents
   c. you and your counselor
   d. your parents
   e. other _____

6. How well were you doing in school before coming to independent study?
   a. above average
   b. average
   c. below average
   d. not attending

7. When I entered independent study, I was:
   a. current with all my credits for my grade level
   b. lacking credits for my grade level

8. Do you think you will graduate from high school?
   a. yes, definitely
   b. probably
   c. no
   d. don't know

9. Since attending independent study, I enjoy school:
   a. more
   b. less
   c. about the same

10. Since attending independent study, I attend school:
    a. more regularly now
    b. less regularly now
    c. the same attendance pattern as before
    d. does not apply

11. The coursework in independent study is:

Part A (Circle one.)	*Part B (Circle one)*
a. more challenging than traditional high school	a. more appropriate
b. less challenging than traditional high school	b. less appropriate
c. about the same	c. about the same

Please answer the questions below if you have completed the orientation booklet and attended the orientation class.

12. The orientation booklet was helpful.
    a. agree b. disagree

13. The orientation class was helpful.
    a. agree b. disagree

Comments/suggestions for orientation booklet or class: _____

_____

Please answer the questions below if you have attended the study skills class.

14. The study skills class was helpful.
    a. agree b. disagree

15. The study skills materials were helpful.
    a. agree b. disagree

Comments/suggestions for study skills classes: _____

16. Since you have been on independent study, what has been:
    a. the best part _____
    b. a problem _____

17. If you could change anything about independent study, what would you change?

_____

_____

18. If you have a question or problem, who would you feel comfortable contacting? (Circle all that apply.)
    a. a teacher
    b. a counselor
    c. the principal
    d. the secretary
    e. other (specify) _____
    f. no one

19. Independent study teachers stress academic achievement and performance.
    a. agree b. disagree

20. Independent study rules are clear, fair, and consistent.
    a. agree b. disagree

21. Independent study staff show respect and a caring attitude toward students.
    a. agree b. disagree

22. There is high school spirit at this school.
    a. agree b. disagree

23. There is a close interactive parent/staff relationship at this school.
    a. agree
    b. disagree
    c. no opinion

24. The quality of the independent study curricular program is:
    a. excellent
    b. above average
    c. average
    d. below average

25. How would you rate independent study in the teaching of fundamental educational skills (reading, writing, speaking, critical thinking, etc.)?
    a. above average
    b. average
    c. below average

26. Independent study teachers are knowledgeable about the subject areas that they teach.
    a. agree b. disagree

27. The textbooks and other materials used for independent study help me understand course content.
    a. agree b. disagree

28. All courses at this school are clearly explained, and each area of instruction must be completed before new material is introduced.
    a. agree b. disagree

29. Independent study teachers regularly review homework.
    a. agree b. disagree

30. I am regularly tested to determine my progress.
    a. agree b. disagree

31. I am kept well aware of my progress in all subject areas.
    a. agree b. disagree

32. What I am taught at this school will help me later in life.
    a. agree b. disagree

33. Independent study students receive adequate counseling in the planning of the academic program of courses that are needed to best meet their goals.
    a. agree b. disagree

34. Independent study staff are always willing and available to provide school, career, and personal problem counseling.
    a. agree b. disagree

35. This school offers specialized counseling for all types of personal problems, including drug and alcohol use.
    a. agree c. unknown
    b. disagree

36. The office staff provides help when I have problems and concerns.
    a. agree b. disagree

37. School site personnel at this school are willing and available to meet with me and/or may parents.
    a. always c. seldom
    b. almost always d. never

38. Overall, the quality of education I receive at this school is:
    a. excellent c. fair
    b. good d. poor

39. The _____ school newspaper contains worthwhile information for me.
    a. agree b. disagree

40. What do you find is working best for you while taking independent study?
    a. flexible hours d. one-on-one with teacher once a week
    b. textbook learning only e. getting a week's assignment at once
    c. seeing teacher once a week f. learning at my own pace

41. What do you find most difficult about independent study?
    a. using textbook learning and project learning only without class discussion d. evaluation by weekly testing
    b. having teacher contact only once a week e. disciplining self to schedule adequate study time
    c. less structure

42. How many hours of television do you watch daily?
    a. 0–2
    b. 3–4
    c. 5–6
    d. 7 +

43. I am working _____ per week:
    a. under 10 hours
    b. 11–25 hours
    c. over 25 hours
    d. not at all

44. I am a volunteer in school/community services weekly:
    a. under 10 hours
    b. 10–20
    c. over 20 hours
    d. volunteer location _____

45. How do you feel you learn best?
    a. reading material or seeing a movie
    b. hearing a lecture or listening to directions
    c. participating in a laboratory or hands-on workshop

46. When do you learn best?
    a. in the morning
    b. in the afternoon
    c. in the early evening
    d. late night

47. Generally, how do you schedule your study time?
    a. space it over 5 days
    b. cram it into 2 or 3 days
    c. study mainly on weekends
    d. space it over 7 days

48. Next year I plan to attend:
    a. independent study high school
    b. traditional high school
    c. continuation school
    d. adult education
    e. college or trade school
    f. other (specify) _____

49. Your school location is:
    a. _____
    b. _____
    c. _____
    d. _____

50. I would rate the condition of this school facility as:
    a. excellent
    b. good
    c. fair
    d. poor

51. Cleanliness of this school can be described as:
    a. adequate
    b. marginal
    c. inadequate

52. I feel that this school is a safe place for me to learn
    a. agree
    b. disagree

53. During this school year, how many organized activities (sports, community service groups, or clubs) have you belonged to? Include all school sponsored organizations as well as organized activities sponsored by agencies other than school (e.g., 4-H, Scouting, Little League, AYSO soccer, church youth groups)
    a. none
    b. 1
    c. 2
    d. 4 or more

54. What is your *overall* attitude toward independent study?
    a. very positive
    b. positive
    c. negative
    d. very negative
    e. no opinion

55. What is your total number of years in school (K–12)? _____

56. How many schools have you attended since kindergarten? _____

57. Parent's graduation levels (indicate highest level completed).

Mother	*Father*
a. do not know	a. do not know
b. less than twelfth grade	b. less than twelfth grade
c. high school diploma	c. high school diploma
d. college, 2 years	d. college, 2 years
e. college, 4 years	e. college, 4 years
f. postgraduate	f. postgraduate

58. I have been on independent study:
    a. less than 6 months
    b. 6 months to 1 year
    c. 1 year
    d. 2 years
    e. 3 years

59. While I have been on independent study, I (circle all that apply):
    a. worked full-time
    b. worked part-time
    c. was in ROP
    d. was in IWE
    e. was in OWE

For students who will be returning next year:

60. Which of the following classes would you like to see added to the independent study class list? (circle all that apply)
    a. senior composition
    b. singles living
    c. physiology
    d. other _____

61. Additional comments: _____

_____

_____

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For Graduating Seniors Only

Your age _____

I have a job starting immediately after graduation
a. yes b. no

I currently have a job
a. yes b. no

Next year I will probably
a. *attend a four-year college or university (specify)_____
b. *attend a two-year community college (specify) _____
c. *attend a technical or vocational school (specify) _____
d. work—not attend college
e. enter military service
f. other (specify)_____

Without independent study, I:
a. would not have graduated this year
b. would have graduated this year anyway from the school circled below:
1. traditional high school
2. continuation
3. adult education
4. community college
5. other (specify) _____

•may also work

SAMPLE

Graduate Survey

Note: Mail to previous year graduates.
Print on postcard.
Place school return address and stamp on reverse side.

Please take a few minutes to fill out and return this survey. This is important information that would really help our annual report. Thank you. Please return to _____ by _____.

Name _____

Address _____ Telephone ( )

Since you graduated from independent study, check all boxes that describe your activities.

1. In school, full-time ☐
2. In school, part-time ☐

If in school full-time or part-time, check below:

3. University or four-year college ☐
4. Community college ☐
5. Technical/ business school ☐
6. Other ☐
7. Working, full-time ☐
8. Working, part-time ☐
9. If working, job title _____
10. Military/service organization, name/branch _____
    _____
11. Other _____

What I learned on independent study has helped me in life.

a. agree
b. disagree
c. no opinion

Overall, the quality of education I received at this school was:

a. excellent
b. good
c. fair
d. marginal
e. poor

Comments/suggestions for study skills classes: _____

CALIFORNIA DEPARTMENT OF EDUCATION
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

REVISED INDEPENDENT STUDY PROGRAM SELF-ASSESSMENT FORM

Date:_____

District or County Office Name: _____

Program Scope: County ( ), District ( ),
Part-time ( ), Full-time (·)

Comments: _____

Types of instruction offered: (check the answer that applies)

· Equal to regular instruction? Yes ___ No ___

· Consistent with board-adopted curriculum? Yes ___ No ___

Comments: _____

_____

· Different types (see Education Code §51745(a))? Specify:

_____

_____

Students served: Grades:_____ - _____; Ages:_____ - _____

Other typical characteristics? Describe: _____

_____

_____

Comments: _____

_____

School or Program Name: _____

Address: _____

_____ Zip:_____

Administrator's name: _____ Phone:( )_____

Address if different: _____

_____ Zip:_____

Rev. 12/21/92

REVISED INDEPENDENT STUDY PROGRAM SELF-ASSESSMENT FORM

Form Name

For convenience, the name of this form will be abbreviated to "Independent Study Review Form" or "IS Review Form."

Information on How to Use the Independent Study Program Self-Assessment Form

This form has been developed to assist schools that utilize the independent study instructional strategy in self-study covering issues of compliance with legal requirements and the quality of instruction. It is a supplement to--not a substitute for the Coordinated Compliance Monitoring Review process and the general planning, implementing, self-study and Program Quality Review process. The data and information obtained by using this form should be useful for continually improving school procedures, curriculum offerings, student services and assessment, and instructional techniques. Other benefits may be realized as well.

Note that the form is structurally in sections, some of which may not be applicable to a particular school, for example the items about elementary education in a high school. Within each item there are usually three parts: (1) the basic issue or question that focuses the reviewer's attention on a specific requirement or basic characteristic, (2) "Notes to Reviewer(s)"--instructions in a box, as needed--to be followed in arriving at the answer to the basic question and in determining what else should be recorded, and (3) "Comments." Comments are to explain or amplify the selected answer.

If an item addresses a compliance issue it will give, in parenthesis, a specific reference to an *Education Code* (EC) Section and/or a *Title 5, Code of Regulations* (5CCR) section, for example, (EC §51745(b)), and the column headed "N/A" will be marked out. Items which have been included as quality indicators have no reference to the *Education Code* or *Title 5* following them, and the "N/A" column is open, identifying that the item or characteristic is not mandatory. The items have been selected on the basis of information supplied by school personnel about a quality educational experience.

Benefits from the Independent Study Program Self-Assessment Process

The following could be benefits from using the form:

1. It verifies quickly for a start-up staff that all major operational procedures are in place.
2. It helps prepare for a formal audit.
3. It is useful as a tool to begin planning for the further development of an existing independent study option.

4. It may be used in preparing an annual report for the board.
5. It can help prepare for an end-of-year evaluation.

Selecting the Self-Assessment Person/Team

Once it has been determined that it would be beneficial to perform a self-assessment, a responsible person or team should be identified. Based on needs, appropriate persons or a team who understand independent study and are respected could be selected from the following:,

1. Program administrator(s)
2. District/county personnel
3. Teacher(s)
4. Support staff
5. Outside consultants
6. "Peer reviewers" who are familiar with independent study in other districts or county offices
7. Some combination of the above
8. Parent

Preparing for the Self-Assessment

In preparing for the self-assessment, the staff, after reading the Independent Study Review Form and obtaining training for reviewers, needs to identify the items that are relevant to their particular setting. The selection of the items should be based on the desired scope and depth of the review. A schedule and plan should be prepared for the self-assessment process and presentation of assessment findings.

Depending upon the schedule and number of reviewers, an efficient procedure would be to have team members, as individuals or small groups, select and follow through on selected items.

Utilizing Assessment Findings

The following are among the possible uses of the assessment findings:

1. Development of a year-end report based on data collected
2. Determination of goals for the next school term
3. Identification of the areas of strengths and sharing these with staff and others who need to know
4. Identification of areas of weakness and development of recommendations for improvement by visitations, attending conferences and workshops on Independent Study and other appropriate strategies

IS REVIEW FORM

--Points of Inquiry--

	Yes	No	N/A
1) Does independent study have: (EC § 51747, 5CCR 11703(b)(1))			
a) Board-adopted policy and			XXX
b) Written rules and regulations or procedures for IS?			
c) Adoption date:_____			

Notes to Reviewer(s): All board-adopted policies implemented before the 1989 SB 1563/Hart amendments must be revised to reflect Education Code changes.

Comments: _____

2) Does IS receive strong support from the district administration and governing board in the areas of:			
a) Adequate funding allocation (80% or more of revenue generated by IS returned to IS)?			
b) Positive public support?			
c) Appropriate placement of students? ..			
d) Staff development activities?			

Comments: _____

	Yes	No	N/A
3) Are established criteria utilized for accepting students into IS program (See EC §51746(b)(1)(2))?			

Comments: _____

4) Are student referrals to IS made within the parameters of adopted governing board policies?			

Comments: _____

	Yes	No	N/A
5) Are students assessed for: (See EC §51746(b)(1)(2), optional)			
a) Readiness?			
b) Aptitude?			
c) Achievement?			
d) Learning styles and modalities?			
e) Learning problems?			
f) Interests?			
g) Other? specify..			

Notes to Reviewer(s): Identify the instrument(s) used in the Comments section. Consider not only the fact of screening but also the appropriateness of the instrument(s) and the process and how the findings are used.

Comments: _____

6) Are established procedures utilized in IS enrollment (EC §§51745, 51746, 51747)?			XXX

Comments: _____

	Yes	No	N/A
7) Do all supervising teachers maintain consistent contact records for all assigned IS students (EC §51747(a)(b)(c)(1-8), and 5CCR 11700(e),(i)?			xxx

Comments: _____

	Yes	No	N/A
8) Is a completed written, dated, and signed IS agreement filed for each student in the program (EC §51747, 5CCR 11702 and 11703)?			XXX

Comments: _____

IS REVIEW FORM

ALL THE FOLLOWING SUB-ITEMS PERTAIN TO THE MASTER AGREEMENT.

	Yes	No	N/A
9) Does the Master Agreement include (EC §51747(a)(b)(c)(1-8), 5CCR §11702):			
a) The manner, time, frequency, and place for submitting a pupil's assignment and reporting process?			XXX
b) The objectives and methods of study for the pupil's work covered by the Agreement?			XXX
c) The methods utilized to evaluate pupil's work?			XXX
d) The specific resources, including materials and personnel, which will be made available to the pupil?			XXX
e) A statement of the policy adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's work.....			
f) The number of missed assignments which will require an evaluation of whether or not the pupil should be allowed to continue in independent study?			XXX
g) Duration of the Agreement that is no longer than one semester or one-half year in a school on a year-round .... calendar?			XXX
h) A statement of the number of course credits or, for elementary grades, other measures of academic accomplishment appropriate to the Agreement, to be earned by the pupil upon completion?			XXX
i) The inclusion of a statement that independent study is an optional educational alternative in which student is not required to participate?			XXX
j) A start date for student work that is **not** earlier than the effective date of the Agreement?			XXX
k) The beginning and ending dates of the Agreement?			XXX

Comments: _____

_____

_____

_____

	Yes	No	N/A
10) a) Are procedures established for terminating independent study?			XXX
b) Is there a procedure for dealing with incomplete assignments?			XXX
c) Do procedures include acknowledgement of student's rights? ..... (EC §51747(b), 5CCR §11701)			XXX

Notes to Reviewer(s): Because participation in independent study is voluntary, termination of participation, either as a consequence of the student's behavior or on the student's own volition, must provide for return to the classroom or legal transfer to some other alternative. Look for these provisions, see how well they work for IS, the student, and the system of which IS is a part.

Comments: _____

_____

_____

_____

11) If the district refers or assigns any student pursuant to EC §48915 or §48917 to any school, class, or program, does that student's IS agreement always include a statement that instruction may be provided through IS only if the student is offered the alternative of classroom instruction (EC §51747(c)(7))?			XXX

Note to Reviewer: This is a *new* item added to reflect the changes in the law effected by AB 1248 (Chap. 759, Statues of 1992). Check to see if (1) the agreement contains the required statement when it is needed due to suspension of an expulsion order and a "48917 referral" and (2) the situation and procedures assure each student a genuine choice of classroom instruction so that enrollment or participation in IS is not forced.

Comments: _____

_____

_____

	Yes	No	N/A
12) Are specific conditions of termination noted in the Master Agreement (EC §51747(b)(c)(4), 5CCR, §11702(b)(5)?			XXX

Notes to Reviewer(s): These conditions should be written in language which is easily understood by the student and parent. Expectations, responsibilities, and results of specific actions should be included.

Comments: _____

13) Are the objectives and methods of study specified (EC §51747(c)(2))?			XXX

Notes to Reviewer(s): It is recommended that the reviewer consider how the stated objectives and methods of study are communicated to and understood by the student and parent concerned. Some words on the Master Agreement may not constitute a meaningful objective. In order to be succinct, it is often necessary to refer to a more detailed statement in another document, such as an attached page that elaborates the major objective(s) and specifies the first set of immediate objectives, often together with an assignment that constitutes a plan to achieve the objective. See Chapter 8 of the independent study manual for sample forms.

Comments: _____

	Yes	No	N/A
14) Are the evaluation method(s) specified (EC §51747(c)(2), 5CCR §11702(b)(4)):			
a) For each assignment?			XXX
b) For the IS plan as a whole?			XXX
c) For attainment of competency?			XXX

Notes to Reviewer(s): Evaluation procedures should not just include paper and pencil activities and/or test scores but should be valid indicators of mastery of learning.

Comments: _____

	Yes	No	N/A
15) Are details of student's reporting/ monitoring specified? (EC §51747(a), (c)(1) and 5CCR §11702(b)(1) apply to items a-d:			
a) Manner?			XXX
b) Frequency?			XXX
c) Time?			XXX
d) Place?			XXX
e) Person to whom to report?			

Notes to Reviewer(s): Be alert to the "frequency" because earlier models did not include this. Specification of the person to whom to report is not a requirement but it is recommended, especially in a setting large enough to experience confusion in this respect.

Comments: _____

	Yes	No	N/A
16) Are credit(s) to be earned upon completion specified (EC §51747(c)(6), and 5CCR §11702(b)(7)?			XXX

Notes to Reviewer(s): For a Master Agreement covering a semester at the high school level, credits would be expressed in regular Carnegie units, but for agreements of shorter duration it would be expected that this item would be expressed in small units, even fractions. At the elementary level, or wherever units of credit do not apply, some meaningful equivalent should be expressed in terms that are appropriate to the student and parent. They represent a "guaranteed" educational outcome if the student fulfills the terms of the agreement.

Comments: _____

_____

_____

_____

	Yes	No	N/A
17) Are IS credits awarded based upon completion of assignments per district/county criteria? (EC §51747(c)(6), 5CCR §11702(7)?			

Notes to Reviewer(s):

Example: 1 hour per week x 17 weeks = 17 hrs.
= 1 credit, or 85 hrs. = 5 units credit

Compute: 1 unit for _____ minutes of work weekly
x _____ weeks = _____ units credit

Note: Other credit computation systems may be determined locally, e.g., fractional units, alternate system(s) for elementary, and competency-based assessment.

See the comments on #17, above.

Comments: _____

_____

_____

_____

	Yes	No	N/A
18) Is successful completion or failure to complete the agreement noted in the official academic record?			

Notes to Reviewer(s): This is the "payoff" to the student, and it should be reflected in the official academic record.

Comments: _____

19) Is the Master Agreement signed and dated prior to commencement of IS by (EC §51747 (c)(8), 5CCR §11702(a)):			
(a) student?			XXX
(b) parent or legal guardian for a minor?			XXX
(c) certificated person providing general supervision?			XXX
(d) other person(s) directly responsible to provide instructional assistance to the student?			XXX

Notes to Reviewer(s): Because agreement without the required signatures is invalid, this is another critical item for compliance review. A signature by an administrator may be helpful and required by local regulations but it is not required by State Regulations. A signature by "Other" may be omitted but for quality review purposes, it may be of primary importance because "other" may be a person who supplies an essential element of structure or reinforcement. ADA cannot be claimed until the three (3) required signatures have been affixed and a date is entered to represent the effective date, i.e. the start of the attendance record. No parent or legal guardian signature is required for adults or legally emancipated minors so the Master Agreement should clearly indicate that the signature is absent for this reason.

Comments: _____

	Yes	No	N/A
20) Do completed assignment records show the date the assignment was given and date it was completed? (EC §51747(a)(c)(4), 5CCR 11701, 11702(b)(5))			XXX

Comments: _____

21) Do official records for audits include: (EC §51747, 5CCR §11703(b))			
a) A copy of adopted board policy?			XXX
b) A copy of official procedures for IS?			XXX
c) A file of all IS agreements, master, and supporting, if used?			XXX
d) A list of students who have participated in IS which shows, by each Master Agreement:			
- credits attempted by each student?			XXX
- credits awarded to each student? ..			XXX
- an attendance register that shows a record of student attendance?			XXX

Notes to Reviewer(s): Look for a board-adopted policy because without it IS is not in compliance and auditors may disallow any ADA based on Agreements that were not based on an official legally compliant board policy. In many districts regulations are created and established by the superintendent. If local board approval is required, look for it, too. Physical files of Agreements will be requested by auditors. The list of students and required record for each one may be on paper or in a computer data base.

Comments: _____

	Yes	No	N/A
22) Has a system been developed to collect data needed for the CBEDS item on independent study (EC §51749)?			XXX

Notes to Reviewer(s): The CBEDS item requires enrollment figures (not ADA) for full-time independent study. Can the data on number of graduates as of the end of the prior year be easily retrieved so that the information can be reported without error by the following October? Ask about the experience of preparing their last CBEDS report and what was learned from it. Check to see if the responsible person is aware of the definitions supplied in the CBEDS manual and those needed for professional assignment information.

Comments: _____

	Yes	No	N/A
23) Has the responsibility to maintain official records been assigned to someone? (See 5CCR §11703(a))			

Notes to Reviewer(s): From an informational point of view, it might be important to list the person(s) in the section below.

Name(s) of responsible person(s) and site:

NAME	SITE
_____	_____
_____	_____
_____	_____

Comments: _____

	Yes	No	N/A
24) Teacher records required for audits:			XXX
a) Are available?			XXX
b) Show how ADA was computed from student work records (grade book)?			XXX
c) Reveal how attendance based on ADA computations was reported?			

Notes to Reviewer(s): Complete and detailed teacher records are not only a key to a quality program, but they also will make an auditor's work easier and will add validity to local procedures and processes. However, the requirement is not basically different from what is required of classroom teachers.

Comments: _____

	Yes	No	N/A
25) Are files, including representative samples of student work in progress and completed, that show achievement maintained for all current IS students (5CCR §11703(b)(2))? "Current" includes records of past 3 years.			XXX

Notes to Reviewer(s): Indicate the type(s) of samples found and comment on their appropriateness. Samples should not represent everything which a student has done while completing a course but should indicate the type of work completed.

Comments: _____

	Yes	No	N/A
26) Do all categorical funds to which the student is entitled follow the student to IS?			

Notes to Reviewer(s): It would be helpful to list those funds in Comments section.

Comments: _____

27) Do IS students have appropriate access as needed to: (See EC 51746, 5CCR §11700(g))			
a) School counseling services?			
b) Health services?			
c) Work experience (for eligible students)			
d) Practical (field, hands-on, internship, community, out-of-classroom learning?			
e) ROP/C (for eligible students)?			
f) Laboratory courses?.....			
g) Career/vocational education/training?			
h) Extracurricular activities?			
i) Compensatory Ed. (Chapter 1)?			
j) Concurrent enrollment in Adult Ed. classes?			
k) GATE?			
l) (others--specify:?)			

Notes to Reviewer(s): Indicate in Comments' section any other available services, and those **not available** due to district policy or practical difficulty such as lack of funds.

Comments: _____

	Yes	No	N/A
28) Do students meet with counselor as appropriate (EC §51746)?.....			

Frequency of meeting: _____

Notes to Reviewer(s): Comments should address whether or not the opportunity for student/counselor meetings exists and consider, in light of the constraints that affect students in regular classrooms, whether students enrolled in IS have an equal opportunity to the services to which they may be entitled. The "frequency of meeting" is a test of quality but not the only one that may be applicable.

Comments: _____

29) Does the IS student/teacher ratio not exceed the ratio for class size based on California Department of Education formula recommendations?			

Notes to Reviewer(s): The recommended ratio is 25:1. The use of paraprofessionals or instructional aides or other resources that comprise an effective system for instruction and that enhance student learning may cause a larger ratio without any disadvantage to the student. Under such conditions the district may have obtained a waiver on the cap on the supervising teacher to ADA ratio (see the next item) with related implications for teacher-student ratio. Therefore, look at the ratio in the context of student experience and achievement.

Comments: _____

	Yes	No	N/A
30) Is the ratio of ADA to supervising teacher within the limits set by EC §51745.6? (EC §51745.6, 5CCR §11700(f))			XXX

Notes to Reviewer(s): The following is an excerpt from the CDE instructions as revised December, 1992:

For school districts:

Step 1) From the total number of units of ADA reported for line A-1 through A-8 of the District's Second Period Report of Attendance (J-18/19-P2), subtract (a) the number of attendance (ADA) units reported for full-time independent study pupils who were age 18 or younger as of the preceding December 31, excluding any ADA from independent study supervised by the regular classroom teacher for pupils enrolled in that teacher's class, and (b) the number of ADA units from attendance in "necessary small schools," as reported on Schedule F.

Step 2) Compute a ratio with the difference resulting from Step 1, using the total number of certificated teachers and full-time equivalent (FTE) certificated teachers who directly provided instruction to all pupils other than those whose ADA was earned through full-time independent study. (Excluded are employees whose services supplement direct instruction or who perform administrative duties.) For a certificated employee who provides direct instruction as well as supplemental or administrative services, count only the fractional amount of time that employee provided direct instruction. Fractional numbers in the total are to be rounded down, unless the total is less than one (1.0)–for example, 5.3 or 5.6 FTE supervising teachers rounds down to 5 in both instances, but 0.4 FTE is reported as 1.0.

Step 3) For purposes of computing the maximum ADA to be funded for independent study, multiply the ADA portion of the ratio computed in steps 1 and 2 by the combined number of full-time and FTE certificated independent study teachers. (Exclude from this computation any ADA attributed to independent study as a temporary alternative to classroom-based study that is supervised by the pupil's regular classroom teacher. Do not include in the number of teachers those certificated persons who provide administrative or supplementary services. If a certificated person is responsible for both administration and direct instruction, count only the amount of time the employee provided direct instruction.)

For County Offices of Education:

Follow the instructions for school districts using as the base ratio the ratio for the high school or unified school district with the largest ADA in that county.

EXAMPLE:

Step 1:

Total ADA for line A, 1-8	25,000
Subtract ADA from full-time IS	-300[1]
Difference	24,700

Step 2:

Full-time and FTE certificated teachers in direct instruction ..... 830[2]
(Ratio - 830 : 24,700 = 1 : 29.76 = 1 : 29[3])

Step 3:

Full-time and FTE certificated teachers in direct independent study instruction ..... 8[4]
(Ratio - 8 : 300 = 1 : 37.5 = 1 : 37[5])

(a) 37 IS ratio	(b) 8
-29 direct instr. ratio	x8 teachers
8 excess ADA/teacher	64 excess ADA

Reminder: The computation is made in April, at the time the District's Second Period (P-2) Report of Attendance (J-18/19-P2) is completed. Be sensitive to the possibility of the issuance of newer/revised instructions such as a work sheet from the CDE Education Finance Division.

[1] This number should not include any amounts for excluded items specified in Step 1, specifically ADA for adults and for pupils who were temporarily on independent study under the supervision of their regular classroom teacher.

[2] Exclude from the number all staff who did not deliver direct instruction per the instructions for Step 2, above.

[3] Round down to the nearest whole number.

[4] Excluded are FTE certificated classroom teachers who supervised independent study of their own students on a temporary basis and certificated staff to the extent that they were not on direct instructional duty, such as counselors, special education specialists, and administrators.

[5] Round down to the nearest whole number.

IS REVIEW FORM

Comments: _____

_____

_____

_____

	Yes	No	N/A
31) Do certificated staff coordinate, evaluate, and generally supervise (EC §51747.5):			
a) Each student's IS education plan? ...			XXX
b) The district's IS option?			XXX

Notes to Reviewer(s): Indicate if any of the three functions is not regularly performed by certificated staff.

Comments: _____

_____

_____

32) Certification of staff supervising student instruction (list by position):	XXX	XXX	XXX

Notes to Reviewer(s): For quality and accountability, the issue is one of whether or not the assigned instructors have the necessary competencies. Certification is one measure, but the space provided for comments will enable the reviewer(s) to address the basic issue from the viewpoint of the beneficiaries.

NAME _____ CREDENTIAL _____

_____ _____

_____ _____

(Continue on an attached page if needed.)

Comments: _____

_____

_____

_____

	Yes	No	N/A
33) Is there an individual with exceptional needs, as defined in Section 56026, who is participating in independent study without an Individual Education Plan (IEP) which specifically provides for that participation (EC §51745(c))?			XXX

Comments: _____

34) Is a temporarily disabled student receiving instruction pursuant to Section 48206.3 through independent study (EC §51745(d))? ..... | | | XXX

Notes to Reviewer(s): Under EC §48206.3, school districts may claim one day of ADA credit, to a limit of five in a five-day school week, for each hour of instruction provided to a student who is in a hospital in the district or who is confined to home because of a temporary ailment. This "home and hospital" instruction may not be provided through IS. However, if the temporarily disabled student's parent(s)/guardian(s) and the district agree, the student may instead receive instruction through IS as an alternative to "home and hospital" instruction. The normal attendance credit rules apply to IS for such a student. Note also that if a student is in a hospital located in a different school district from the one in which the student's home is located, there must be an inter-district transfer agreement if the home district is to provide IS instruction.)

Comments: _____

	Yes	No	N/A
35) Is IS enrollment within the 10 percent limit (EC §51745(b)):			
a) For continuation high school or class(s)?			XXX
b) For opportunity school or program? ..			XXX

Notes to Reviewer(s): For the purpose of Education Code Section 51745(b), **"pupils participating" shall be defined as P-2 ADA.** Therefore, in computing the limit on pupils in these two types of instruction who may be eligible for independent study, use the number for each that represents 10% of the current year's ADA as reported on Line A-7 and on A-8 of the J-18/19-P2 form, Second Period Report of Attendance for Students Residing in the District.

Comments: _____

_____

_____

_____

36) Are budget expenditures per IS student approximately the same as those per regular program student?			
a) Regular student expenditure $_____			
b) IS student expenditure $_____			

Notes to Reviewer(s): Use district average unless per school data are available. Current cost accounting procedure may make this assessment quite difficult but the effort, using available data, should reveal enough information for a comparison between IS and the regular classroom program.

Comments: _____

_____

_____

_____

	Yes	No	N/A
37) Is a current list kept of all students enrolled in IS which shows the grade level, program placement, and school in which students are enrolled (EC §51748)?			XXX

Comments: _____

38) Is a current list kept of all students enrolled in IS showing enrollment and termination or graduation date? .....

Yes	No	

Notes to Reviewer(s): See #38 above. This information may be consolidated with the mandated list--a good place for it to be collected.

Comments: _____

	Yes	No	
39) Do records of attendance for apportionment show that students are being recorded separately due to differing ADA rates based on age and enrollment status (EC §46300.1 regarding students age 21 or age 19 who have not been continuously enrolled since age 18)?			XXX

Comments: _____

	Yes	No	N/A
40) Do records of attendance for apportionment show ADA claims based upon presentation of completed assigned work (<u>including non-paper and pencil learning</u>) for each student (i.e., positive attendance accounting)?....			

Notes to Reviewer(s): There is no substitute for the exercise of professional judgement by an experienced and competent teacher in determining the equivalence of student study/work compared with student performance in a classroom. "Paper and pencil" work in workbooks and other products may not really or accurately reveal student effort. Review the process for documenting experiential and/or community-based learning.

<u>Comments</u>: _____

	Yes	No	N/A
41) Is full-time IS student attendance maintained in a separate official register or state-approved attendance accounting system?			
Do students meet the following <u>minimum</u> requirements:			
a) K is 180 minutes?			XXX
b) Grades 1-3 is 230 minutes?			XXX
c) Grades 4-8 is 240 minutes?			XXX
d) High school (9-12) is 240 minutes? ..			
e) Continuation school is 15 hours per week, unless student is regularly employed? ..... (5CCR §11703(b)(3); EC §§46112, 46113,46114, 46141)			XXX

Notes to Reviewer(s): Look at the practice in its context to see how it works and if its validity is self-evident. Part-time attendance is not mentioned because it does not generate apportionment days. Thus, a student who studies in a regular school situation for at least the equivalent of a minimum day has "earned" an apportionment day there and his or her studies in IS are an accommodation that counts fully for academic purposes and has no value for ADA computation purposes. See Chapter 8 of the IS Manual for more information.

<u>Comments</u>: _____

	Yes	No	N/A
42) Are provisions made for IS staff to participate in the district/county and "in-house" staff development program(s)? ...			

Notes to Reviewer(s): Quality IS is concerned not only with the general opportunity for staff development but especially for training that is designed to meet the special and specific needs of staff in IS. Consider both aspects. Talk to staff about their experience and assessment of their opportunities, and look at the formal record of what has been offered.

Comments: _____

43) Are all persons participating in Independent Study doing so voluntarily with option of Classroom instruction:			
a) Certificated staff?			
b) Classified staff?			
c) Students? (EC §51747(c)(7))			XXX
d) Parents?			
e) Others?			

Notes to Reviewer(s): Consider the written evidence and what people say about their experience(s). Any non-voluntary participation is illegal and makes that pupil's involvement noncompliant. See the appendix of the IS Manual on Legal References.

Comments: _____

	Yes	No	N/A
44) Pursuant to governing board policy, do all students who are qualified for Independent Study have equal access to enrollment, subject only to space available?			

Notes to Reviewer(s): Local board policy may restrict student participation in IS to certain specified categories, but it may not prevent any eligible student from equal access to enrollment. Consider if there are procedures or practices that have the effect of enabling or blocking equal access, e.g., prejudices demonstrated by persons on screening committees or at certain points in the referral process.

Comments: _____

THE FOLLOWING ARE ALL REVIEW ITEMS FOR THE QUALITY OF CURRICULUM AND INSTRUCTION, AND SOME INVOLVE COMPLIANCE:

GENERAL CHARACTERISTICS

	Yes	No	N/A
45) Is the curriculum and instruction designed to take good advantage of available resources in the:			
a) Home situation?			
b) Community?			
c) School district?			

Notes to Reviewer(s): Consider not only idiosyncratic evidence but indications that IS is designed to do these things regularly and consistently.

Comments: _____

_____

_____

_____

46) Is the curriculum and instruction personalized to show consideration for the findings of screening:			
a) Appropriate to the student's skill levels (including remediation and acceleration?).....			
b) Appropriate to the student's preferred modality and learning style?			
c) Reflective of student's interests? ..			

Notes to Reviewer(s): An effort to look at each of the factors, a,b,c, with a focus on a random sample of cases should reveal the information on which this assessment can be made.

Comments: _____

_____

_____

	Yes	No	N/A
47) Is there evidence that no course is included which is required for high school graduation under Section 51225.3 which is offered exclusively through IS (EC §51745 (e))?.....			XXX

Comments: _____

48) Is the curriculum and instruction based on:			
a) District guidelines? (EC 51745(a)(3))			
b) State curriculum frameworks?			
c) State model curriculum?			
d) IS goals, objectives, and design? (EC §51747(c)			
e) Various student skill levels?			

Comments: _____

	Yes	No	N/A
49) Have curriculum selections been made by criteria (not random choice) for:			
a) Books?			
b) Instructional materials?			
c) Instructional aids?			
d) Nontraditional education activities (i.e., projects, models, etc.?).....			
e) Appropriate scope and sequences? ...			

Notes to Reviewer(s): Consider criteria in writing and the evidence of their relationship to philosophy, curriculum frameworks and model curriculum standards. Note the next item. In your comments, note whether the selection criteria are consistent with those for the regular classroom program. Will the students who use these materials be fully educated?

Comments: _____

50) Does curriculum reflect standards of:			
a) California State Department of Education? (EC §51745(a)(3))			XXX
b) district/county board of education?			

Notes to Reviewer(s): Consider specific evidence or indications to which reference has been or could be made.

Comments: _____

	Yes	No	N/A
51) Is there a sufficient supply of selected books, instructional materials, and aids available as needed? (EC §51746, 5CCR §11702(b)(5))			
a) For any student enrolled in IS?			XXX
b) For teacher requirements?			XXX

Notes to Reviewer(s): Consider both dimensions: sufficiency and availability, from the viewpoint of students and instructions. "Sufficiency" should encompass quantity and quality.

Comments: _____

52) Certificated instructional staff who are responsible for supervising students in IS:			
a) Were selected by criteria and procedures designed to provide well qualified staff?			
b) Have had IS in-service training? ...			
c) Demonstrate awareness of a wide range of instructional methods?			
d) Are teaching in their areas of expertise?			
e) Make use of community resources in the curriculum?			

Notes to Reviewer(s): To the extent possible, consider and comment on each item "a-e" and avoid collapsing the categories. The comments should match the five categories to which a yes/no/NA indication will be given.

Comments: _____

EVALUATION

	Yes	No	N/A
53) IS student performance: a) Is assessed by appropriate instruments and procedures? ..... (Please comment on how "appropriateness" is demonstrated.)			
b) Can be compared with <u>regular</u> student performance?			
c) Is equal or superior to the regular program for a similar group of students?			

Notes to Reviewer(s): Indicate in comment section how this is known.

<u>Comments</u>: _____

54) Is IS evaluated for: a) Quality?			
b) Accomplishment of objectives?			
c) Productivity? ..... (Comment on measures of productivity, e.g., number of graduates as proportion of 12th grade enrollment.)			

Notes to Reviewer(s): Consider whether the district/county standards are being met. Indicate how evaluation is performed.

<u>Comments</u>: _____

ELEMENTARY PROGRAM

	Yes	No	N/A
55) Is elementary level instruction available via independent study			
a) For any qualified student?			
b) Only for selected categories?			

Notes to Reviewer(s): Consider both the availability for part-time and full-time IS, including what is called "home study." Perhaps it would be helpful to report on conditions of availability in Comments section.

Comments: _____

56) Has structure been adapted to meet the student's needs (e.g., longer or more frequent contact with teacher if needed)?			

Comments: _____

57) Have IS forms, procedures, and rules been adapted to suit elementary level curriculum and instruction?			

Comments: _____

	Yes	No	N/A
58) Do district/county program options meet the needs of parents/guardians as mentors for their children?			

Notes to Reviewer(s): For example, a district with an adult education program might provide "home study parents" with classes designed to meet their needs as their children's mentors. Consider if anything of this type is made available, directly or perhaps through a local community college.

Comments: _____

_____

_____

_____

59) Are aides or mentors recruited to give needed supplemental direct assistance to IS pupils:			
a) Selected from volunteers?			
b) Employed for this assignment?			
c) Appropriately in-serviced?			
d) Appropriately supervised?			
e) Appropriately utilized?			

Notes to Reviewer(s): Notice that this is a complex item. The stem identifies the subject--instructional aides or mentors, paid or volunteer. Items "a through e" then focus on various different aspects. Perhaps it would be helpful to explain items c, d, and e in the Comments section.

Comments: _____

_____

_____

_____

_____

	Yes	No	N/A
60) Does elementary level IS curriculum and instruction have these characteristics:			
a) Adjusted to various levels of skill, e.g., remedial, skilled?			
b) Considers learning styles and modalities?			
c) Includes nontraditional activities that interest students?			
d) Articulated with next grade level?			
e) Articulated with other "providers"?			
f) Articulated with appropriate community service agencies? (Please comment.)			
g) Supported with supplemental materials for student use?			
h) Supported with technical equipment, e.g., computers, VCRs, for student use?			
i) Designed so that activities can be effectively implemented by all concerned adults, including parents? ..			

Notes to Reviewer(s): Please cite indications by item.

Comments: _____

	Yes	No	N/A
61) Does district/county support for elementary level IS have these characteristics:			
a) Monitoring of education activities? (Comment on its adequacy.)			
b) Mandated support services are delivered? (Comment on any deficiencies.)			
c) Articulation procedures are in effect?			
d) Staff development opportunities exist? (Comment on their effectiveness.)			
e) Parents/guardians express satisfaction re: accessibility of services?			

Notes to Reviewer(s): Report on district/county support, by item in the Comments section.

Comments: _____

INTERMEDIATE PROGRAM

	Yes	No	N/A
62) Has IS been designed specifically for this population with attention to student:			
a) Needs?			
b) Interests?			
c) Abilities and limitations?			

Notes to Reviewer(s): Consider the design of IS--not just whether these features have been noticed.

Comments: _____

63) Have instructors been selected to meet specific criteria for this level; do they demonstrate:			
a) Good listening skills?			
b) Capability in building self-esteem?			
c) Understanding of learning styles/modes?			
d) Competence in counseling?			
e) Enjoyment in working with intermediate level children?			

Notes to Reviewer(s): Note indicators by item in the Comments section. Consider, for example, how many of these features are noted in job descriptions and position vacancy announcements. Are there indications that the screening process for employment consciously addresses these items?

Comments: _____

HIGH SCHOOL LEVEL

	Yes	No	N/A
64) Are the curriculum and instruction in use for IS an alternative means to achieving: a) High school graduation? and ..... b) The knowledge and skills necessary to participate economically, socially, and politically in a democracy?			

Notes to Reviewer(s): Do the responsible administrators and other staff reveal an awareness of and ability to use EC §51225.3(b) which state the requirements for graduation commencing with the 1988-89 school year?

Comments: _____

	Yes	No	N/A
65) Do IS students have access to:			
a) Enrollment in AP courses?			
b) Basic skills remediation?			
c) Competencies exam. prep.?			
d) CHSPE prep.?			
e) GED prep., if offered?			
f) SAT exam. prep.?			
g) CAP testing?			
(See EC §51746 requirements.)			

Notes to Reviewer(s): In writing comments, consider not only evidence of the access in principle but also its exercise as a measure of its functional integration into the design and operations. Discuss each item in the Comments section.

Comments: _____

	Yes	No	N/A
66) Do students enrolled in IS have access to all courses required or needed for graduation, including access to courses only offered in the classroom mode (EC §51746)?.....			XXX

Notes to Reviewer(s): This item is an "acid test" of legitimacy as a true alternative to classroom-based instruction. If that access is not available by policy and in practice, independent study may be in fact a "dumping ground" and therefore out of compliance with the law. Consider the indications that IS's graduates were free to take courses needed for graduation, especially laboratory sciences, on a campus of a school where that course is offered. Also, look at whether the concern with accounting for minimum attendance for ADA purposes has been translated into a difference about students studying enough to meet graduation requirements on an appropriate schedule for the particular student.

Comments: _____

	Yes	No	N/A
67) Are there IS courses which meet university A-F requirements?			

Comments: _____

68) Do IS graduates receive their diplomas from:

a) An alternative high school?			
b) A comprehensive high school?			
c) A continuation school?			
d) An adult school?.....			
e) Other?			

Notes to Reviewer(s): Note if IS graduates receive a diploma from the district/county without reference to any school. Consider the wording of EC §51745(a).

Comments: _____

	Yes	No	N/A
69) Do methods for articulation between educational providers exist between IS and: a) Next grade/program level? ..... b) District/county special services? ... c) Community service agencies?			

Notes to Reviewer(s): In the Comments section, include indications regarding the quality of articulation and its effects. Are there indications of minutes of meetings or agendas for meetings with the providers whose students need such articulation?

Comments: _____

70) Have instructors responsible for supervising IS students been selected on special criteria based on IS design and purpose?			

Notes to Reviewer(s): See comments in item # 64 above.

Comments: _____

	Yes	No	N/A
71) Were all IS instructors: a) Selected from among volunteers? b) In-serviced on special issues/needs of this age group, e.g., self-esteem, drug/ alcohol abuse, career development?			

Notes to Reviewer(s): Consider the indications that these selection criteria were in and will be in position descriptions and the recruitment and selection processes.

Comments: _____

	Yes	No	N/A
72) Is the IS physical plant and facilities conducive to provide a positive school climate?			

Comments: _____

	Yes	No	N/A
73) Do teachers have access to all materials, resources, AV equipment, etc., necessary to provide quality instruction? ..... (See EC §51746.)			

Comments: _____

IS REVIEW FORM

Additional remarks regarding any aspect of this review:

(Use additional sheets if more room is needed.)

COMMENDATIONS--Aspects that make IS unique:

IS REVIEW FORM

RECOMMENDATIONS--Aspects of IS which need to be modified:

IS REVIEW FORM

SUMMARY REMARKS:

Compliance and Program Review performed by:

1) _____ 2) _____

3) _____ 4) _____

Date: _____

IS-REVUE.C21 Revised 12-21-92

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Legal Citations for Independent Study

California Constitution

California Constitution, Article IX, Section 6
California Constitution, Article IX, Section 8

Education Code

33031. Rules and regulations
35160. Authority of governing boards commencing January 1, 1976
35256. School accountability report card
39141.9. Exemption for facilities used for independent study; requirements
44809. School register
44865. Qualifications for home teachers and teachers in special classes and schools; consent to assignment
46100. Length of school day
46147. Exemption for certain pupils in grade 12 to attend less than minimum school day
46201. Apportionment per unit of average daily attendance; formulas
46300(c). Authority for claiming independent study ADA
46300.1. Restrictions affecting adults on independent study
46300.3. Apportionments for concurrent enrollment in adult education
46300.4. Apportionment for eligible adult education coursework
48206.3 Pupils with temporary disabilities; individual instruction; definitions
48340. Legislative intent; proposals and procedures (pupil attendance)
51225.3. Requirements for graduation commencing with 1988-89 school year
52206. GATE

Article 5.5 Independent Study

51745. Independent study authorized; curriculum; restrictions
51745.6 Ratio of independent study pupils to certificated employees
51746. Services and resources.
51747. Apportionments for independent study pupils; policy requirements
51747.5. Coordination and evaluation of independent study
51748. Written records for apportionments
51749. Statewide profile of independent study pupils
51749.3. Rules and regulations
51749.5. Operative date of article

Chapter 6.5 County Community Schools

1980. Community schools
1981. Enrollment
1983. Classes and programs

California Code of Regulations, Title 5

Subchapter 13. Independent Study Programs
11700. Definitions
11701. District Responsibilities
11702. Agreements
11703. Records

California Constitution

California Constitution, Article IX, Section 6

No school or college or any other part of the Public School System shall be, directly or indirectly, transferred from the Public School System or placed under the jurisdiction of any authority other than one included within the Public School System.

California Constitution, Article IX, Section 8

No public money shall ever be appropriated for the support of any sectarian or denominational school, or any school not under the exclusive control of the officers of the public schools.

Education Code

33031. Rules and regulations

The board shall adopt rules and regulations not inconsistent with the laws of this state (a) for its own government, (b) for the government of its appointees and employees, (c) for the government of the day and evening elementary schools, the day and evening secondary schools, and the technical and vocational schools of the state, and (d) for the government of other schools, excepting the University of California, the California State University, and the California Community Colleges, as may receive in whole or in part financial support from the state.

The rules and regulations adopted shall be published for distribution as soon as practicable after adoption.

(Amended by Stats. 1983, c. 143, § 19; Stats. 1990, c. 1372 (SB 1854) § 185.)

35160. Authority of governing boards commencing January 1, 1976

On and after January 1, 1976, the governing board of any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established.

(Stats. 1976, c. 1010, § 2.)

35256. School accountability report card

The governing board of each school district maintaining an elementary or secondary school shall by September 30, 1989, or the beginning of the school year develop and cause to be implemented for each school in the school district a School Accountability Report Card.

(a) The School Accountability Report Card shall include, but is not limited to, the conditions listed in Education Code Section 33216.

(b) Not less than triennially, the governing board of each school district shall compare the content of the school district's School Accountability Report Card adopted by the State Board of Education. Variances among school districts shall be permitted where necessary to account for local needs.

(c) The Governing Board of each school district shall annually issue a School Accountability Report Card for each school in the school district, publicize such reports, and notify parents or guardians of students that a copy will be provided upon request. (Added by Initiative Measure (Prop. 98) approved by the electors, Nov. 8, 1988.)

39141.9. Exemptions for facilities used for independent study; requirements

In order to provide alternative, community-based educational opportunities through independent study, any school district or county office of education may request an exemption from the State Allocation Board for a building or structure, or portion of a building or structure, from the definition of "school buildings" within the meaning of Section 39141. The exemptions may be granted for no longer than two years and exemptions are renewable. An exemption may only be granted if the school district or county office of education demonstrates to the satisfaction of the State Allocation Board all of the following:

(a) The building or structure, or portion of building or structure, satisfies all of the following:
(1) It is not located on a regular schoolsite.
(2) It complies with all applicable local building standards and all relevant local health and safety standards in the community in which it is located.
(3) It is used for independent study.
(4) It serves fewer than 25 pupils enrolled in kindergarten or any of the grades 1 to 12, inclusive, at any one time in the building or structure, or in a portion of a building or structure where the remainder of the building or structure is not used for instructional purposes.

(b) The use of the building or structure is critical to providing an effective alternative, community-based program.

(c) The use of other buildings or structures that would meet seismic safety standards for school facilities is not practical.

(Added by Stats. 1989, c. 1089, § 2.)

44809. School register

(a) A state school register shall be kept by every teacher in the public elementary schools, except a teacher in:

(1) A school in which the state school register of each teacher is kept on behalf of the teacher in a central office by an employee of the school district.

(2) A school in which a central file of individual records of pupil enrollment, absence, and attendance is maintained on forms containing at least the minimum items of information prescribed by the State Department of Education, and whose principal submits periodic reports of pupil personnel data to the city or district superintendent of schools, or, if no superintendent is employed in the district, to the county superintendent of schools on forms approved by the State Department of Education.

(b) There shall be recorded in each state school register the absence and attendance of each pupil enrolled in the classes taught by the teacher keeping the register or on whose behalf the register is kept and any additional information required by the State Department of Education. (Stats. 1976, c. 101, § 2.)

44865. Qualifications for home teachers and teachers in special classes and schools; consent to assignment

A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

(a) Home teacher.
(b) Classes organized primarily for adults.
(c) Hospital classes.
(d) Necessary small high schools.
(e) Continuation schools.
(f) Alternative schools.
(g) Opportunity schools.
(h) Juvenile court schools.
(i) County community schools.

(Amended by Stats. 1978, c. 924, p. 2894, § 1; Stats. 1980, c. 260, p. 533, § 1; Stats. 1981, c. 1021, p. 3932, § 1.)

46100. Length of school day

The governing board of each school district shall, subject to the provisions of this chapter, fix the length of the school day for the several grades and classes of the schools maintained by the district.

(Stats. 1976, c. 1010, § 2.)

46147. Exemption for certain pupils in grade 12 to attend less than minimum school day

Notwithstanding the 180-minute minimum day requirement of Section 46144, the governing board of any school district may permit a 12th-grade pupil in his or her last semester or quarter, as the case may be, before graduation, who is enrolled in a work experience education program approved under the provisions of Article 7 (commencing with Section 51760) of Chapter 5 of Part 28 and who would complete all of the requirements for graduation by attending high school, except courses of physical education, for less than 180 minutes each day, to attend high school for less than a minimum day of 180 minutes, upon the written request of a parent or legal guardian or upon his or her own request if the pupil is 18 years of age or over. If a pupil attends classes for less than 180 minutes per day pursuant to this section, the number of minutes actually attended per day shall be rounded down to the nearest multiple of 60. The average daily attendance allowed for that pupil's attendance shall bear the same proportion to one day of attendance as the number of minutes of attendance per day bears to 180.

(Amended by Stats. 1983, c. 498, § 79, eff. July 28, 1983.)

46201. Apportionment per unit of average daily attendance; formulas

(a) In each of the 1984-85, 1985-86, and 1986-87 fiscal years, for each school district that certifies to the Superintendent of Public Instruction that it offers at least the amount of instructional time specified in this subdivision at a grade levels or levels, the Superintendent of Public Instruction shall determine an amount equal to twenty dollars ($20) per unit of current year second principal apportionment regular average daily attendance in kindergarten and grades 1 to 8, inclusive, and forty dollars ($40) per unit of current year second principal apportionment regular average daily attendance in grades 9 to 12, inclusive. This section shall not apply to adult average daily attendance, the average daily attendance for pupils attending summer school, alternative school, regional occupational centers and programs, continuation high schools, or opportunity schools, and the attendance of pupils while participating in community college or independent study programs.

(1) In the 1984-85 fiscal year, for kindergarten and each of grades 1 to 12, inclusive, the sum of subparagraphs (A) and (B):

(A) The number of instructional minutes offered at that grade level in the 1982-83 fiscal year.

(B) One-third of the difference between the number of minutes specified for that grade level in paragraph

(3) and the number of instructional minutes offered at that grade level in the 1982-83 fiscal year.

(2) In the 1985-86 fiscal year, for kindergarten and each of grades 1 to 12, inclusive, the sum of subparagraphs (A) and (B):

(A) The number of instructional minutes offered at that grade level in the 1982-83 fiscal year.

(B) Two-thirds of the difference between the number of minutes specified for that grade level in paragraph (3) and the number of instructional minutes offered at that grade level in the 1982-83 fiscal year.

(3) In the 1986-87 fiscal year:

(A) Thirty-six thousand minutes in kindergarten.

(B) Fifty thousand four hundred minutes in grades 1 to 3, inclusive.

(C) Fifty-four thousand minutes in grades 4 to 8, inclusive.

(D) Sixty-four thousand eight hundred minutes in grades 9 to 12, inclusive.

(4) In any fiscal year, each school district that receives an apportionment pursuant to subdivision (a) for average daily attendance in grades 9 to 12, inclusive, shall offer a program of instruction that allows each student to receive at least 24 course years of instruction, or the equivalent, during grades 9 to 12, inclusive.

(5) For any school site at which programs are operated in more than one of the grade levels enumerated in subparagraph (B) or (C) of paragraph (3), the school district may calculate a weighted average of minutes for those grade levels at that school site for purposes of making the certification authorized by this subdivision.

(b) If any of the amounts of instructional time specified in paragraph (3) of subdivision (a) is a lesser number of minutes for that grade level than actually provided by the district in the same grade in the 1982-83 fiscal year, the 1982-83 fiscal year number of minutes for that grade level shall instead be the requirement for the purposes of subdivision paragraphs (1), (2), and (3) of (a).

(c) For any school district that receives an apportionment pursuant to subdivision (a) in the 1984-85 fiscal year and that reduces the amount of instructional time offered below the minimum amounts specified in paragraph (1) of subdivision (a) in the 1985-86 fiscal year or any fiscal year thereafter, the Superintendent of Public Instruction shall reduce the base revenue limit per unit of average daily attendance for the fiscal year in which the reduction occurs by an amount attributable to the increase in the 1985-86 fiscal year base revenue limit per unit of average daily attendance pursuant to paragraph (4) of subdivision (b) of section 42238, as adjusted in the 1985-86 fiscal year and fiscal years thereafter.

For each school district that receives an apportionment pursuant to subdivision (a) in the 1985-86 fiscal year and that reduces the amount of instructional time offered below the minimum amounts specified in paragraph (2) of subdivision (a) in the 1986-87 fiscal year or any fiscal year thereafter, the Superintendent of Public Instruction shall reduce the base revenue limit per unit of average daily attendance for the fiscal year in which the reduction occurs by an amount attributable to the increase in the 1986-87 fiscal year base revenue limit per unit of average daily attendance pursuant to paragraph (4) of subdivision (b) of Section 42238, as adjusted in the 1986-87 fiscal year and fiscal years thereafter.

For each school district that receives an apportionment pursuant to subdivision (a) in the 1986-87 fiscal year and that reduces the amount of instructional time offered below the minimum amounts specified in paragraph (3) of subdivision (a) in the 1987-88 fiscal year or any fiscal year thereafter, the Superintendent of Public Instruction shall reduce the base revenue limit per unit of average daily attendance for the fiscal year in which the reduction occurs by an amount attributable to the increase in the 1987-88 fiscal year base revenue limit per unit of average daily attendance pursuant to paragraph (4) of subdivision (b) of Section 42238, as adjusted in the 1987-88 fiscal year and fiscal years thereafter.

As used in this section, "class period" means an amount of uninterrupted instructional time of not less than 45 minutes.

(Added by Stats. 1983, c. 498, § 80, eff. July 28, 1983. Amended by Stats. 1984, c. 268, § 14, eff. June 30, 1984; Stats. 1985, c. 1225, § 1; Stats. 1985, c. 1597, § 11.5; Stats. 1987, c. 1452, § 393.)

46300. Authority for claiming A.D.A.

. . . (e) In computing the average daily attendance of a school district, there shall also be included the attendance of pupils participating in independent study conducted pursuant to Article 5.5 (commencing with § 51745) of Chapter 5 of Part 28.

A pupil enrolled in independent study shall not be credited with more than one day of attendance per calendar day.

(Stats. 1976, c. 1010, § 2. Amended by Stats. 1977, c. 36, § 202; Stats. 1978, c. 1378, § 1; Stats. 1979, c. 1014, § 1; Stats. 1984, c. 1706, § 1, urgency, eff. Sept. 30, 1984; Stats. 1986, c. 836, § 1; Stats. 1987, c. 1376, § 8; Stats. 1989, c. 1256, § 20, eff. Oct. 1, 1989; Stats. 1992, c. 759, § 20.)

46300.1. Restrictions affecting adults on independent study

Text of section operative until July 1, 1993

(a) For the 1990-91 and 1991-92 fiscal years, no school district or county office of education may receive

apportionments for independent study by pupils 21 years of age or older, or by pupils 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday for average daily attendance in excess of the number of units of average daily attendance generated by such pupils in the 1988-89 fiscal year.

(b) Commencing with the 1990-91 fiscal year, apportionments for pupils 21 years of age or older, and for pupils 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday in independent study under Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28, *who are enrolled in kindergarten or any of the grades 1 to 12,* inclusive, shall be reduced over a two-year period to the statewide average level per average daily attendance paid for pupils in adult education according to the following schedule:

(1) For the 1990-91 fiscal year, independent study pupils 21 years of age or older, and pupils 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday generate a revenue limit equivalent to 166 percent of the statewide average level per unit of average daily attendance paid for pupils in adult education.

(2) For the 1991-92 fiscal year, independent study pupils 21 years of age or older, and pupils 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday generate a revenue limit equivalent to 132 percent of the average adult education revenue limit.

(3) For the 1992-93 fiscal year and each fiscal year thereafter, independent study pupils 21 years of age or older, and pupils 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday generate a revenue limit equivalent to 100 percent of the average adult education revenue limit.

(Added by Stats. 1989, c. 1089, § 3; amended by Stats. 1990, c. 1263, § 16, operative Sept. 15, 1990. Repealed by Stats. 1992, c. 1195 (AB 1891), § 4, operative on July 1, 1993.)

46300.1. Restriction of apportionments for some independent study pupils

Text of section operative July 1, 1993

Commencing July, 1, 1993, no school district may receive school district apportionments pursuant to Section 42238 for independent study by pupils 21 years of age or older or by pupils 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday.

(Added by Stats. 1992, c. 1195 (AB 1891), § 5.)

46300.3. Apportionments for concurrent enrollment in adult education

Apportionments paid for concurrent enrollment in adult education by independent study pupils 21 years of age or older, and independent study pupils 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday, shall not exceed the adult education revenue limit.

This section shall become operative on July 1, 1990.

46300.4. Apportionment for eligible adult education coursework

If a pupil 21 years of age or older, or pupils 19 years of age or older who has not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since his or her 18th birthday, any attendance credit for course work he or she is pursuing through independent study shall be eligible for apportionment only if it is one or more of the types of courses set forth in paragraph (1) of subdivision (a) of Section 51225.3.

This section shall become operative on July 1, 1990.

(Added by Stats. 1989, c. 1089, § 3.7, operative July 1, 1990; amended by Stats. 1991, c. 756 (AB 675), § 18, eff. Oct. 9, 1991.)

48206.3 Pupils with temporary disabilities; individual instruction; definitions

(a) Except for those pupils receiving individual instruction provided pursuant to Section 48206.5, a pupil with a temporary disability which makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive individual instruction provided by the district in which the pupil is deemed to reside.

(b) For purposes of this section and Sections 48206.5, 48207, and 48208, the following terms have the following meanings:

(1) "Individual instruction" means instruction provided to an individual pupil in the pupil's home, in a hospital or other residential health facility, excluding state hospitals, or under other circumstances prescribed by regulations adopted for that purpose by the State Board of Education.

(2) "Temporary disability" means a physical, mental, or emotional disability incurred while a pupil is enrolled in regular day classes or an alternative education program, and after which the pupil can reasonably be expected to return to regular day classes or the alternative education program without special intervention. A temporary disability shall not include a disability for which a pupil is identified as an individual with exceptional needs pursuant to Section 56026.

(c)(1) For purposes of computing average daily attendance pursuant to Section 42238.5, each clock hour of teaching time devoted to individual instruction shall count as one day of attendance.

(2) No pupil shall be credited with more than five days of attendance per calendar week, or more than the total number of calendar days that regular classes are maintained by the district in any fiscal year.

(d) Notice of the availability of individualized instruction shall be given pursuant to Section 48980.

48340. Legislative intent; proposals and procedures

In enacting this article it is the intent of the Legislature to encourage school districts and county offices of education maintaining any classes in kindergarten and grades 1 to 12, inclusive, to adopt pupil attendance policies based on the active involvement of parents pupils, teachers, administrators, other personnel, and community members which include proposals and procedures for the following:

(a) Notifying parents of pupil absences, including notification of parents on the day of each absence.

(b) Increasing parent and pupil awareness of the importance of regular pupil attendance.

(c) Auditing and accountability of pupil attendance.

(d) Staff development for certificated and classified personnel.

(e) Alternative learning programs designed to respond to the different ways pupils learn, such as independent study.

(f) Joint efforts between law enforcement and schools, such as school level attendance review teams and periodic efforts to return truant pupils to school. (Emphasis added.)

(Added by Stats. 1980, c. 1329, p. 4655, § 10.)

51225.3. Requirements for graduation commencing with 1988-89 school year

(a) Commencing with the 1988-89 school year, no pupil shall receive a diploma of graduation from high school who, while in grades 9 to 12, inclusive, has not completed all of the following:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified.

(A) Three courses in English.

(B) Two courses in mathematics.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics.

(E) One course in visual or performing arts or foreign language. For the purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Such other coursework as the governing board of the school district may by rule specify.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study which may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, vocational education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public. (Emphasis added.)

(Amended by Stats. 1990, c. 1105 (SB 1947), § 1.)

Article 5.5 Independent Study

Article 5.5 operative July 1, 1990.

51745. Independent study authorized; curriculum; restrictions

(a) Commencing with the 1990-91 school year, the governing board of a school district or a county office of education may offer independent study to meet the educational needs of pupils in accordance with the requirements of this article. Educational opportunities offered through independent study may include, but shall not be limited to, the following:

(1) Special assignments extending the content of regular courses of instruction.

(2) Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.

(3) Individualized alternative education designed to teach the knowledge and skills of the core curriculum. Independent study shall not be provided as an alternative curriculum.

(4) Continuing and special study during travel.

(5) Volunteer community service activities that support and strengthen pupil achievement.

(b) Not more than 10 percent of the pupils participating in an opportunity school or program, or a continuation

high school, calculated as specified by the State Department of Education, shall be eligible for apportionment credit for independent study pursuant to this article.

(c) No individual with exceptional needs, as defined in Section 56026, may participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.

(d) No temporarily disabled pupil may receive individual instruction pursuant to Section 48206.3 through independent study.

(e) No course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study.

(Added by Stats. 1989, c. 1089, § 5.)

51745.6 Ratio of independent study pupils to certificated employees

(a) The ratio of average daily attendance for independent study pupils 18 years of age or less to school district full-time equivalent certificated employees responsible for independent study, calculated as specified by the State Department of Education, shall not exceed the equivalent ratio of pupils to full-time certificated employees for all other education programs operated by the school district. The ratio of average daily attendance for independent study pupils 18 years of age or less to county office of education full-time equivalent certificated employees responsible for independent study, to be calculated in a manner prescribed by the State Department of Education, shall not exceed the equivalent ratio of pupils to full-time certificated employees for all other educational programs operated by the high school or unified school district with the largest average daily attendance of pupils in that county. The computation of those ratios shall be performed annually by the reporting agency at the time of, and in connection with, the second principal apportionment report to the Superintendent of Public Instruction.

(b) Only those units of average daily attendance for independent study that reflect a pupil-teacher ratio that does not exceed the ratio described in subdivision (a) shall be eligible for apportionment pursuant to Section 42238.5, for school districts, and Section 2558, for county offices of education. Nothing in this section shall prevent a school district or county office of education from serving additional units of average daily attendance greater than the ratio described in subdivision (a), except that those additional units shall not be funded pursuant to Section 42238.5 or Section 2558.

(c) The calculations performed for purposes of this section shall not include either of the following:

(1) The average daily attendance generated by special education pupils enrolled in special day classes on a full-time basis, or the teachers of those classes.

(2) The average daily attendance or teachers in necessary small schools that are eligible to receive funding pursuant to Article 4 (commencing with Section 42280) of Chapter 7 of Part 24.

(Added by Stats. 1990, c. 1263 (AB 2875), § 19.)

51746. Services and Resources

It is the intent of the Legislature that school districts and county offices of education offering independent study shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully and shall ensure the same access to all existing services and resources in the school in which the pupil is enrolled pursuant to Section 51748 as is available to all other pupils in the school. In addition, the services and resources may include, but need not be limited to, any of the following:

(a) A designated learning center or study area staffed by appropriately trained personnel.

(b) The services of qualified personnel to assess the achievement, abilities, interests, aptitudes, and needs of participating pupils to determine each of the following:

(1) Whether full-time independent study is the most appropriate alternative for the pupil being referred.

(2) If the answer to paragraph (1) is affirmative, the determination of the most appropriate individualized plan and resources to be made available to pupils enrolled in full-time independent study.

(Added by Stats. 1989, c. 1089, § 5.)

51747. Apportionments for independent study by pupils; policy requirements

A school district or county office of education shall not be eligible to receive apportionments for independent study by pupils, regardless of age, unless it has adopted written policies, pursuant to rules and regulations adopted by the Superintendent of Public Instruction, which include, but shall not be limited to, each of the following:

(a) The maximum length of time, by grade level and type of program, which may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work.

(b) The number of missed assignments which will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether he or she should return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record.

(c) A requirement that a current written agreement for each independent study pupil shall be maintained on file including, but not limited to, all of the following:

(1) The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.

(2) The objectives and methods of study for the pupil's work, and the methods utilized to evaluate the pupil's work.

(3) The specific resources, including materials and personnel, which will be made available to the pupil.

(4) A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments which will require an evaluation of whether or not the pupil should be allowed to continue in independent study.

(5) The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation under the agreement. No independent study agreement shall be valid for any period longer than one semester or one-half year for a school on a year-round calendar.

(6) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

(7) The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section . . . 48917, the agreement shall also include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

(8) Each written agreement shall be signed by the pupil, the pupil's parent or legal guardian if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

(Added by Stats. 1989, c. 1089, § 5; amended by Stats. 1992, c. 759, § 21.)

51747.5. Coordination and evaluation of independent study

The independent study by each pupil or student shall be coordinated, evaluated, and notwithstanding subdivision (a) of Section 46300, under the general supervision of an employee of the school district or county office of education who possesses a valid certification document pursuant to Section 44865, registered as required by law.

(Added by Stats. 1989, c. 1089, § 5; amended by Stats. 1992, c. 759, § 22.)

51747.6. Ratio of average daily attendance by independent study pupils to certificated employees

(Repealed by Stats. 1991, c. 756 (AB 675), Sec. 27, effective Oct. 9, 1991.)

51748. Written Records for Apportionments

School districts and county offices of education shall not be eligible to receive apportionment for independent study attendance by any pupil who is not otherwise identified in the written records of the district or county board by grade level, program placement, and the school in which he or she is enrolled.

(Added by Stats. 1989, c. 1989, § 5.)

51749. Statewide profile of independent study pupils

The Superintendent of Public Instruction, upon the next revision of the California Basic Educational Data System, or its equivalent, following the effective date of this article, shall include all data collection elements necessary to compile an annual statewide profile of pupils participating in independent study, including data on the number and percentage of pupils pursuing their coursework through independent study who successfully complete the requirements for a high school diploma.

(Added by Stats. 1989, c. 1089, § 5.)

51749.3. Rules and regulations

The Superintendent of Public Instruction shall establish rules and regulations for the purposes of implementing this article. A public hearing on the rules and regulations shall be held on or before March 15, 1990. The rules and regulations shall be adopted on or before June 30, 1990.

(Added by Stats. 1989, c. 1089, § 5.)

51749.5. Operative date of article

This article shall become operative on July 1, 1990.

(Added by Stats. 1989, c. 1089, § 5.)

52206. GATE Program

The governing boards of school districts that provide programs pursuant to this chapter may establish programs for gifted and talented pupils consisting of special day classes, part-time grouping, enrichment activities, cluster grouping, *independent study,* acceleration, postsecondary education opportunities, and other program approaches as proposed by the governing board and consistent with the regulations of the State Board of Education. If the district

establishes any of these programs, the district shall provide them to identified pupils for an amount of time each week that shall average a minimum of one class equivalent to 200 minutes per week for 30 weeks of the school year. The time requirements may be waived upon approval of the State Board of Education. [Emphasis added.]

Each participating governing board shall determine the most appropriate curricular components for participating pupils within its district.

For all program for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the performing and visual arts, each participating governing board shall concentrate part of its curriculum on providing participating pupils with an academic component and, where appropriate, with instruction in basic skills.

(Added by Stats. 1989, c. 494, § 2, eff. Sept. 18, 1989. Former wording repealed.)

Chapter 6.5 County Community Schools

1980. Community schools

A county board of education may establish and maintain one or more community schools.

1981. Enrollment

The county board of education may enroll in community schools any of the following:

(a) Pupils who have been expelled from a school while attending either continuing classes, opportunity classes, or alternative classes.

(b) Pupils who have been referred to county community schools by a school district as a result of the recommendation by a school attendance review board or pupils whose school districts of attendance have, at the request of the pupil's parent or guardian, approved the pupil's enrollment in a county community school.

(c) Pupils who are probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code, or who are on probation or parole and who are not in attendance in any school.

(d) Homeless children.

(Amended by Stats. 1982, c. 1201, § 1; Stats. 1984, c. 492, § 1.7; Stats. 1990, c. 1415 (SB 606), § 1; Stats. 1991, c. 884 (SB 648), § 1.)

1983. Classes and programs

(a) Pupils enrolled in county community schools shall be assigned to classes or programs deemed most appropriate for reinforcing or reestablishing educational development.

(b) Such classes or programs may include, but need not be limited to, basic educational skill development, on-the-job training, tutorial assistance, independent study requirements, and individual guidance activities.

(c) An individually planned educational program based upon an educational assessment shall be prescribed for each pupil.

(d) The course of study of a county community school shall be adopted by the county board of education and shall enable each pupil to continue academic work leading to the completion of a regular high school program.

California Code of Regulations

Title 5. Education

Chapter 11. Special Programs

Subchapter 13.

Independent Study Programs

(These regulations are effective October 15, 1990)

11700. Definitions

(a) "Independent Study" means an alternative to classroom instruction consistent with the district's course of study.

(b) "Type of program" means the "educational opportunities" as set out in *Education Code* Section 51745(a).

(c) "Missed assignment" means any specified independent study assignment that has not been turned in, or evidenced as completed, by a pupil by the due date for the assignment.

(d) "Regular school program" means the classroom-based instructional program or its equivalent in which a pupil would have attended had the pupil not elected the independent study.

(e) "The method utilized to evaluate" means any method by which the supervising teacher assesses the extent to which achievement of the pupil meets the goals and objectives specified in the written agreement.

(f) "Supervising teacher" means the employee of the school district or county office of education who possesses a valid certification document and who has been assigned, in the written agreement, the responsibility for coordinating, evaluating and providing general supervision of a pupil's independent study pursuant to Education Code Section 51747.

(g) "Specific resources" may not be construed to exclude resources normally available to all pupils on the same terms that they are normally available to all pupils, and shall be construed to include resources needed to achieve the objectives in the written agreement.

(h) "An optional educational alternative" means an uncoerced option that is an alternative to regular school attendance.

(i) "General supervision" means the supervising teacher's (1) continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of pupil progress for any pupil's independent study; and (2) review, on at least a monthly sampling basis, of determinations of the time values for apportionment purposes of each pupil's completed assignments.

(j) "Full-time equivalent certificated employees" means any combination of full-time certificated employees and part-time certificated employee assignments that aggregate to the amount of instructional time specified in the contract of a full-time certificated classroom teacher of the district or county office of education.

Note: Authority cited: Sections 33031, 51745, and 51749.3, *Education Code.*

Reference: Sections 51745, 51746, 51747, and 51747.6, *Education Code.*

History:

1. New Chapter 15 (Sections 11700-11703) filed 10-22-76; (Register 76, No. 43).
2. Amendment of section and NOTE filed 9-23-77; (Register 77, No. 39).
3. Renumbering of Chapter 15 (Sections 11700-11703) to Chapter 13 filed 11-7-79; (Register 79. No. 45).
4. Amendment filed 4-13-83; (Register 83, No. 16)
5. Amendment filed 10-15-90.

11701. District Responsibilities

In setting policy pursuant to subdivisions (a) and (b) of *Education Code* Section 51747, the local governing board shall consider, in a public hearing, the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of pupils. Adopted policies shall reflect an awareness that excessive leniency in their terms can result in pupils falling so far behind their age peers as to increase, rather than decrease, the risk of their dropping out of school.

Note: Authority cited: Sections 51747 and 51749.3, *Education Code.*

Reference: Section 51747(a) and (b), *Education Code.*

History:

1. Repealer filed 4-13-83. (Register 83, No. 16).
2. Amendment filed 10-16-90.

11702. Agreements

(a) Independent study shall be based on a written agreement signed by the pupil, the pupil's parents or legal guardian if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

(b) This agreement shall include, but shall not be limited to, each of the following:

(1) The manner, frequency, time, and place for submitting a pupil's assignments and for reporting his or her progress.

(2) The title and statement of the major objectives of the course of study to be undertaken.

(3) The specific resources, including materials and personnel, which will be made available to the pupil.

(4) The method utilized to evaluate the pupil's work.

(5) A statement of the policies adopted by the district or county office governing board, pursuant to subdivisions (a) and (b) of *Education Code* Section 51747, regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments which will require an evaluation of whether or not the pupil should be allowed to continue in independent study.

(6) The duration of the independent study agreement. No independent study agreement shall be valid for any period longer than one semester or one-half year for a school on a year-round calendar.

(7) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

(8) A statement that independent study is an optional educational alternative in which no pupil may be required to participate.

Note: Authority cited: Sections 51745 and 51749.3, *Education Code.*

Reference: Sections 51745, 51746, and 51747, *Education Code.*

History:

1. Amendment filed 4-13-83; (Register 83, No. 16).
2. Amendment filed 10-15-90.

11703. Records

(a) Maintaining records to meet audit requirements is the responsibility of the local district or county superintendent's office. These records may be on site(s).

(b) Records shall include but not be limited to the following:

(1) A copy of the adopted school board policy and procedures.

(2) A file of all agreements, including representative samples of each pupil's completed and evaluated student assignments as determined by the school district or county superintendent's office, as appropriate.

(3) A list of pupils who have participated that shows credits attempted by and awarded to each pupil per agreement.

(4) An attendance register separate from other attendance records.

Note: Authority cited: Sections 51745 and 51749.3, *Education Code.*

Reference: Section 51747, *Education Code.*

History:

1. Amendment filed 11-7-79; (Register 79, No. 45).
2. Amendment filed 4-13-83; (Register 83, No. 16).
3. Amendment filed 10-15-90.

APPENDIX B

Program Advisory on Adult Education

When reading the following Advisory please note that the answer to question 3 on page B-8 cites *Education Code* Section 46300.4 (see Appendix A). This code section as amended by Chapter 756, Statutes of 1991 (AB 576) revises the definition of what courses are *not* allowable in adult education independent study. The restriction has the effect of excluding courses in Career-Vocational Education and any other field that cannot be classified as within the named categories. However, note that the list of curriculum categories in Section 51225.3(a)(1) (see Appendix A) does not limit the number of courses within the categories; for example, "*at least* . . . three courses in English" means that there may be more than three.

CALIFORNIA
DEPARTMENT
OF EDUCATION

PROGRAM
ADVISORY

JUNE 1992

USING INDEPENDENT STUDY IN ADULT EDUCATION PROGRAMS: AN OPTION

FOR ACTION BY:

Adult Education Administrators

[] **INTENT**

INFORMATION TO:

County Superintendents
District Superintendents
Directors of Alternative Education

This advisory gives information and guidance to district and school staff about using independent study as an optional mode of instruction in adult education programs. Previously, independent study has only been an option for K-12 programs. In providing an additional mode of study for students with unique scheduling needs, this option also offers opportunities to claim apportionment for non-seat time.

FROM:

Dr. Shirley A. Thornton
Deputy Superintendent
Specialized Programs Branch

[] **ACTION BY ADULT EDUCATION ADMINISTRATORS**

You can now assign adult education students to independent study as appropriate when the student's unique situation warrants it.

[] DESCRIPTION OF INDEPENDENT STUDY OPTION

Background

Independent study is an instructional strategy for K-12 programs made possible by 1976 legislation (SB 1501 and SB 1591) that provided for conditional acceptance of student study in lieu of class room attendance. Subsequent revisions in the law, most recently Chapter 1089, Statutes of 1989 (SB 1563/Hart), give to school districts and county offices of education the option of offering educational opportunity independent of the classroom that is consistent with the adopted course of study. Flexibility in scheduling and in student learning activities are among the outcomes of using the independent study option.

One result of SB 1563/1989 is that independent study is now available conditionally as an instructional strategy for students enrolled in Adult Education, where in the past it has been confined to use only in K-12.

Legislative Intent

This change is not attributable to a specific Education Code (EC) section but to the fact that the law, and especially EC 51745 no longer makes any reference to any type or form of educational structure. The new language is as follows:

> *"(a) Commencing with the 1990-91 school year, the governing board of a school district or a county office of education may offer independent study to meet educational needs of pupils in accordance with the requirements of this article [5.5]..."*

The section proceeds to identify suggestive but not exclusive types of educational opportunities that may be offered through independent study — an instructional strategy independent of the classroom.

Key Points To Consider In Using This Option

While independent study as an instructional strategy in K-12 has been available since 1976, using the option for adult education students is a new possibility.

No change in apportionment rate or cap

Use of the independent study mode of instruction has no effect on the apportionment rate or the cap on the number of students who may be enrolled in adult education.
Within the limits set on the numbers of adults and the rate of apportionment for their education, certain adults may still be eligible for and be enrolled in K-12 programs. Similarly, students who are younger than 18 may be concurrently enrolled in Adult Education under the existing rules and regulations as amended by SB 1563 (EC 46300.3 and 46300.4) and by paragraph #15 of the conditions pertaining to item #6110-101-001 of the 1991-92 Budget Act, (see Chapter 118, Statutes of 1991 [AB 222] page 308).

Voluntary participation

All use of the independent study instructional strategy in adult education is optional for the school and student participation must be voluntary (EC 51747 [c][7].

Use restricted

Independent study in adult education is restricted to courses that meet the requirements for the high school diploma (EC 46300.4). It may not be used for example for ESL classes.

Differences from independent study in K-12 education

Certain restrictions that apply to "K-12 schools" do not apply to adult education programs. Specifically, the teacher-student ratio in adult education independent study is not limited and the supervision of adult education independent study students is not restricted by the requirements of EC 51747.5.

[] QUESTIONS AND ANSWERS

Attendance Accounting

1. What is the essential difference between attendance accounting for conventional adult education courses and for adult education independent study?

   For independent study, the certified adult education instructor assesses the student's completed assignments pursuant to the a written agreement between the student and the district. The instructor assigns a value in terms of class hours of attendance and reports attendance as if the student was present in class and identifies the number of hours attributed to independent study.

2. How is ADA computed?

   a) ADA is based on the supervising certificated teacher's assessment of student study in hourly units of equivalent class study; it is not based on actual attendance.

   b) ADA is computed from hourly units of equivalent class study not school days.

3. May a student be enrolled at any given time in both classroom instruction and independent study?

   Yes, but to avoid confusion, you must keep conventional class and independent study attendance records in separate registers (Section 11703, Title 5 CCR).

4. Who may assess completed student assignments for the purpose of computing attendance?

   Only the credentialed employee of the district identified as the "supervising teacher" in the required written agreement between the school district and the student may be responsible for assessing student assignments for their value as

hours of attendance.
(Section 11700(f), Title 5, CCR)

5. Is illness-verified absence allowed? (EC 46010)
No.

6. May an adult education independent study student be reported for more than 3 hours per day?

Yes.

Adult education, regional occupational program (ROP), and continuation education are exempted from the one day of attendance per calendar day limit mandated by EC 46140.

7. If a defined adult who is otherwise entitled to K-12 education enrolls in adult education independent study, is his/her ADA reported at the adult education or K-12 rate?

Would that enrollment be within or above the cap?

The enrollment determines the rate, so if a defined adult enrolls in adult education independent study the ADA generated from such attendance earns adult education revenue. Similarly, this student's enrollment as an adult would be within the cap.

8. Does the creation of an adult education independent study affect the adult education cap of the district?

No.

However, the Legislature received a report mandated by SB 1563 (See Chapter 1089, Statutes of 1989, Section 6) which presented information and recommendations from a state-wide field study.
After the Legislature considers the report there may be additional changes in legislation that will pertain to the cap and other aspects of the subject.

Teacher Workloads and Certification

1. What are the credential requirements?

   A credential authorizing teaching of adults is required.

2. Is there a mandated student-teacher ratio for adult education independent study?

   No.

   At present adult education is exempted from limits affecting student-teacher ratio, but each school and district will have to deal with the issue in the context of quality and cost controls.

3. May a teacher carry a load of both adult education and regular K-12 students on independent study?

   Since the two systems are quite separate - particularly because of the differences in funding and requirements - the two types of teaching assignments would be separate. However, a teacher who is employed for K-12 instruction, subject to district policy, may also be employed to teach an adult education course. If that should occur, a particular teacher might be supervising students on independent study via both K-12 and adult education.

4. Does the Adult Education credential requirement for a teacher change if there are concurrently enrolled high school students in the teacher's load?

   No.

Definitions of Independent Study

1. Can group instruction be claimed as adult education independent study?

   No.

   Group instruction and independent study are different methodologies, and the essence of

independent study is the use of other than classroom strategies. However, nothing prohibits appropriate grouping of students on independent study when it is in their interest to study or work in a group for any period of time, as for a group tutorial on a particular assignment or towards mastery of a particular learning objective. Independent study is not necessarily individual, private study, but each student must proceed under his/her own separate written agreement and possible subordinate contracts.

2. Should adult education independent study be organized under the competency-based adult education (CBAE) framework?

   Yes, if at all possible.

   The California Department of Education encourages adult education and K-12 instruction to be oriented to the achievement of student competence, mastery and competency-based assessment.

3. What courses are ineligible as adult education independent study?

   Courses which do not meet the requirements for a high school diploma (EC 46300.4, added by SB 1563/1989).

Student Eligibility

1. May a high school student be in adult education?

   Yes, subject to limitations on concurrent enrollment.

2. What about the 16 year old high school student who wants to attend an adult education independent study option, exclusively?

   If a 16 year old student high school student is qualified to enroll in adult education to meet compulsory attendance requirements, he/she would be eligible under the law for either or both types of instruction. It would follow

that screening and counseling should be a factor in choosing the appropriate mode of instruction for the particular student. However, although the independent study option should be available to all students, not all students should use independent study because some lace the attitudes, skills and support systems required for success.

[] ADDITIONAL RESOURCES

Apart from the few specific differences between independent study for students in adult education programs and students in regular K-12 education, the state regulations (CCR, Title 5, 11700-11703), and California Department of Education (CDE) guidelines apply to all independent study in adult education programs. CDE guidelines are in the Revised Independent Study Operations Manual, 1989 Edition and formal communications.

For more information.

Copies of the Revised Independent Study Operations Manual (February 1989) can be purchased from:

The California Consortium for
Independent Study
Monte Vista High School
390 Monte Vista
Costa Mesa, CA 92627
c/o Carole Castaldo
(714) 760-3450

For attendance accounting assistance

For attendance accounting aspects of independent study, contact John Gilroy, Local Assistance Bureau, (916) 323-8478.

For general assistance.

For general assistance on adult education and independent study, contact your consultant in the Field Operations Unit at (916) 657-2457.

[] **EDUCATION CODE**
SECTIONS 51745-51749.3

These sections of the Education Code are included in the Revised Independent Study Operations Manual (February 1989).

In addition, to avoid inadvertent non-compliant practices, it is recommended to be familiar with EC 51745-51749.3, the other sections cited above and Chapter 13, CCR, Title 5.

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CALIFORNIA DEPARTMENT OF EDUCATION
P.O. BOX 944272
SACRAMENTO, CA 94244-2720

The guidance in this Program Advisory is not binding on local education agencies. Except for statutes and regulations that may be referenced herein, this Program Advisory is exemplary, and compliance with it is not mandatory. (Education Code 33308.5.)

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1074	California Public School Directory (1993)	16.00
1036	California Strategic Plan for Parental Involvement in Education (1992)	5.75
0874	The Changing History–Social Science Curriculum: A Booklet for Parents (1990)	10/5.00*
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†Also available at the same price for students who speak Cantonese, Japanese, Pilipino, and Portuguese.
‡Also available in quantities of 10 for $7.50 (item number 9875); 30 for $20 (9876); and 100 for $60 (9877).
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